









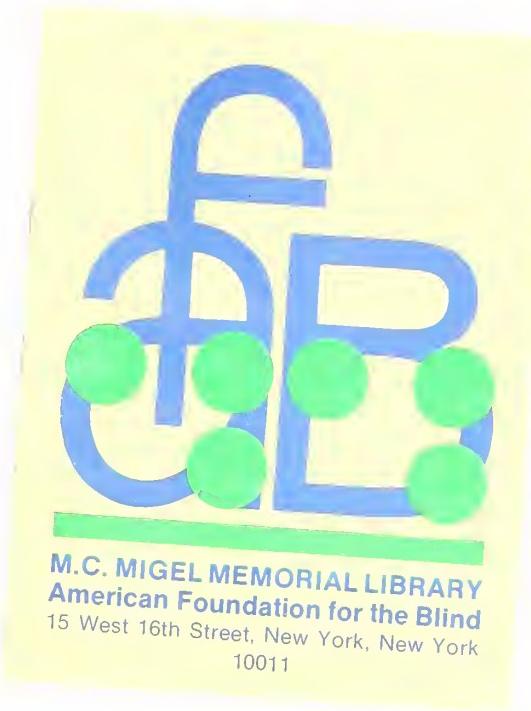
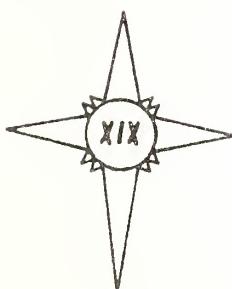
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# Idea Bank

## For Teachers



*Swearengen*



I D E A      B A N K  
F O R  
T E A C H E R S

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Editor

Produced by

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IDEA BANK FOR TEACHERS

ACKNOWLEDGEMENTS

ACKNOWLEDGEMENTS

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## INTRODUCTION

Some ten years of research and development funded by the Texas Education Agency have produced a uniquely sophisticated and versatile program of career and vocational education known as the Texas VIEW System (Vocational Information for Education and Work). From its inception at the Region XIX Education Service Center at El Paso, Texas, the program has undergone a continuous refinement and up-dating process.

The VIEW System encompasses school grades K-12 and is currently in use in more than five hundred school districts. The design has been adapted in a number of other states, and there is a national VIEW organization for mutual assistance among more than fifty state agencies.

Components of the VIEW System are used in junior colleges, in the military, in prison schools, in rehabilitation agencies, and in federal job training programs. VIEW materials are adaptable also to a number of handicapping conditions. They have been used with groups of slow learning and educationally deprived persons. Some are appropriate for the deaf, and a special three year project has produced an adaptation for use with blind and visually impaired. Fifteen state residential schools participated in the field testing and refining of programs of Career Information and Training Activities for the Blind (CI-TAB).

During the third year of development of the CI-TAB, a Social and Pre-vocational Information Battery of tests (Andrew Halpern's SPIB) was adapted for use with the visually impaired. Twenty-one states were

involved in the research. Much of the material sampled in the SPIB adaptation is found in VIEW and/or in the CI-TAB programs. It was felt, however, that a collection of teaching ideas should be produced which would be more specifically related to the SPIB and to the needs of the visually impaired.

Accordingly, two national career education production workshops were conducted, one at the University of Virginia and one at the University of Northern Colorado. Forty-two educators of the blind and visually handicapped participated in producing teaching suggestions in the area of social and prevocational information.

The result of the efforts of these hard working educators is this IDEA BANK FOR TEACHERS. The reader will recognize immediately that these are not designed to be formal lesson plans nor fully developed learning modules. They are simply what the title says, IDEAS, which teachers may adapt, enlarge, embellish, in whatever manner their needs and their creativity may dictate.

The original aim of printing a set of eight booklets was modified to the extent that all eight areas of emphasis are combined in one volume. The type of binding permits teachers to insert other ideas or to add details between the pages. The BANK may thus become a rich resource of IDEAS which will be even more useful as time goes by.

All of us, editor and contributors, will be interested in hearing the reactions of those who use the materials, especially if you have developed something from these suggestions which is uniquely yours.

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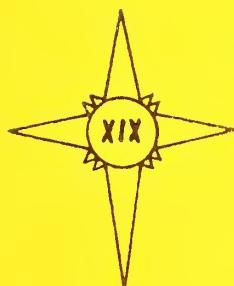
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# Idea Bank

For Teachers

## 1. Purchasing Habits





## TO TEACH ABOUT COMPARISON SHOPPING

*Henry J. Tyszka, Michigan*

Let students compare a given quantity of an item and notice how costs vary according to whether or not the container is glass or plastic or tin and returnable or non-returnable.

Materials needed: Different containers for any given item.

*Sid Wharton, Virginia*

1. Have your students select an item they would like to buy (television, stereo, or car). Discuss how they should shop (newspaper, comparison shopping).
2. Have your students call or visit several stores to compare prices. Where would they buy? Why? Is it worth paying more for a product sometimes?
3. Divide the class into groups; have a contest to see which group can purchase a given list of items for the least amount of money.

Materials needed: Newspaper.

*Deborah Chapin, North Carolina*

1. Make up list of items whose prices you are going to check on.
2. Visit a large grocery store and check prices.
3. Visit small grocery store and check prices on the same items.
4. Compare prices. Which is higher?
5. Discuss the reasons why prices are usually higher at a small store. Talk about advantages of buying in quantity that a large store has over a small store.

*William J. McConnell, Virginia*

1. Have a class discussion. Explain that
  - . when something is sold at a discount it means the price has been reduced.
  - . the reason for a discount price should be known.
  - . the original price should be known.
  - . defects of sale items should be known and whether replacements, repairs, or other reasonable adjustments will be made within a specified time limit from the date of purchase.
2. Compare original prices at several stores and discuss the sale with persons who are familiar with items being considered.

Materials needed: Original price lists; old receipts.

*William J. McConnell, Virginia*

Have a series of class discussions on the following ideas.

- . The size of the store does not determine the best items nor the best price.
- . The purchaser should decide what is to be bought.
- . A description includes size, quantity, quality.
- . Use must be considered.
- . Comparison should be made of prices at all available stores.
- . A warranty should be obtained when appropriate.
- . Terms of the purchase should be stated.
- . Purchases should be made on the basis of these factors.
- . One may also talk with another purchaser of the item to get his/her reactions and recommendations.

*Donna Jurgensen, Illinois*

1. Go with students to second hand stores so that they can become familiar with the types of merchandise which can be purchased.
2. Explain the economics involved in the operation of a second hand store.
3. Emphasize that we need to be selective, but at the same time to be aware that this alternative is available

*Faith Whittle, Colorado*

1. Give each student an identical shopping list and have each one go to different stores or the same store. (They may choose any brands they wish.)
2. Students must write down prices of each item as if they were actually buying it.
3. Compare prices when students return to see who has the best or lowest price for a particular item.
4. This can be expanded to discuss store brands as opposed to major brands and also to discuss the quality of items as related to price.

Materials needed: Identical shopping lists.

*David Kelley, Virginia*

1. Divide class into pairs or teams and, if in urban area, send to a store to make a list of representative prices, such as bread, television, oranges, etc. Return to the class and compare by article with other students' lists.
2. Use newspaper ads and pricing for comparison. Use statewide as well as local newspapers.
3. Let students make telephone calls to stores for comparison of prices of large items.

Materials needed: Paper and pencil; newspapers, telephone

*Jack Jacobs, Florida*

1. Read a newspaper advertisement; then visit the store to be sure that the seller is offering exactly what was advertised.
2. Discuss the term "Bait and Switch." (A store advertises an item at a low price, but when you arrive, you will be told it is sold out. This is a device to draw you in and sell you a more expensive model.)
3. Ask someone from the Better Business Bureau to explain your rights as a customer.

*Dan Walkowski, Indiana*

1. Have students figure the cost of five cans of something.
2. Ask, "If apples are 25¢ a pound and you buy eight pounds, what is the total cost?"
3. Have students study sales prices and savings, going to one store and selecting an item, pricing it, and checking at another store for the very same item, comparing the prices.
4. Have a student look at five different brands of the same type of food. Ask, "Is the best always the most expensive?"

Materials needed: Receipts from various stores; advertisements.

*Susan Rowland, Colorado*

1. Determine the product to be purchased.
2. Have reader look in the newspaper for several days or weeks first to see whether item is on sale.
3. Begin by telephoning the stores which carry the item. List the prices given.
4. Compare to see which has the lowest price before going to the store.
5. Note that brand name articles are usually more expensive. Compare with prices on store brands.

Materials needed: Telephone; telephone directory; newspaper.

*Anna Lois Gump, Colorado*

1. Go to a drug store prescription counter, to a discount grocery store, and to a medical center in the area. Compare prices of prescribed medications and over-the-counter items.
2. Check newspaper ads on non-prescription medicines.

Materials needed: Newspaper.

*Delaine M. Strandberg, Colorado*

1. Experiment: Compare the cost of gas/solar heating over time.
  - . Use the factor of inflation
  - . Use the factor of diminishing returns. (The price goes higher as a finite resource is used.)
  - . Use the factor of interest on loan to purchase heater.
  - . Use the factor of tax rebate on energy.
  - . Use the inflation factor for gas prices.
2. Discuss results of the experiment. Which is better through time?

Materials needed: Tax form for 1977; bank interest loans agreements; news or almanac for inflation figures; economic text; gas company rates.

*Jack Jacobs, Florida*

Have class discussions on the following ideas.

- . Sometimes, even if you pay more money, you are not getting better quality.
- . If a product you want is not needed immediately, you can possibly find it on sale later.
- . When buying something of great value, you can sometimes bargain with the seller and get a better price.

*Kathy Mack, Minnesota*

1. Have students make up a list of grocery items for a meal; then each student goes to a different store to buy the groceries, checking prices in the store, to get the best buy. Compare each total bill and the cost of individual items.
2. Have each student pick an item of clothing he or she needs and find it in at least three different stores. Student should report label information, compare the choices, and decide which to buy.
3. Use mail order catalogs to check prices for appliances; compare quality of major brands, features. Make a display of these materials for other students to see.

Materials needed: Mail order catalogs, including some with coded prices.

*Joseph Zamrowski, Colorado*

1. Compare a large chain store to a convenience store on prices of the same objects.
2. Discuss volume buying and discounts.

*Judy Wiepert, Colorado*

1. Compare stores: one trip to a large store as opposed to three or four trips to specialty stores.
2. Choose about six items to compare at three or four stores (supermarket, small neighborhood market, drug store, discount store). Go to the stores to get prices.
3. Once the best store is decided upon, compare brands for cost and quality: store brands with others.
4. Discuss whether it is better to shop many places or to find the best location and prices and stay with that store.

*Alan Weinstein, Colorado*

1. Have students bring identical items from both large and small stores. Compare prices. Add up possible savings over a year.
2. Have a small store owner come in and talk about buying in bulk, convenience of a small store, and the possible distance from their house.
3. Have students consider public transportation to the store. (Routes and sidewalks may be considered.)
4. Find out whether a small store will be able to offer special services and help.

*Jan Rae Caron, Colorado*

1. Let students compare advertisements of the same merchandise. (Grocery ads are most frequent. I recommend using seasonal ads for practical future living purposes.)
2. Let the class make comparative charts of stores and prices. Keeping this chart up over several months is an excellent reference for determining preferred stores in future years.
3. Have students check mileage from residence or the school to stores and figure the cost of gas. Ask, "Are savings dependent upon distance as well as upon price of merchandise?"

*Delaine Strandberg, Colorado*

1. Calculator demonstration: Use the calculator to figure comparative prices. Calculate the amount spent.
2. Show how to compute unit price, by pound or by ounce. Give examples and have students decide which are the lower prices.
3. Using a catalog, make a hierarchy of wants and needs (example: I would like one tape recorder more than two dresses.) to show how purchases demonstrate wants.

Materials needed: Mail order catalog; calculator; abacus.

*Alan Weinstein, Colorado*

1. Bring in the same product from three different stores. Compare prices see if there is a savings. Project these savings on to a year.
2. Have students bring in products of varying qualities, taste them in order to explore, brand names, quality of products. Higher quality products may cost more. See if there is a noticeable difference. Ask, "Is it worth it?")
3. Bring in advertisements from the paper. "Ask, do these really offer a savings?"
4. Explain that certain products, such as fruits and vegetables, are seasonal.
5. Explain the good or bad qualities of buying in bulk. Ask "Are some things suited to this way of buying?"
6. Use products and prices from town to relate the buying situation directly to the students. Use a store that they may be using in everyday life.

*Wanda McLain, New Mexico*

1. Discuss pros and cons of a "multi" store, in terms of budgeting time and money and in buying things such as groceries, equipment, garden tools, or medicines.
2. Discuss how one may learn to distinguish between good materials and inferior ones. Compare quality in different stores.
3. Introduce Consumer Reports and show how it can be used.

## TO TEACH THE USE OF ADVERTISEMENTS

*Deborah Chapin, North Carolina*

1. Let students go through the newspaper, circling all advertisements. Ask: "What kinds of businesses advertise? What do they advertise? Do they advertise only when they have sales? How can looking at advertisements help you? Where do you find advertisements?"
2. Make a sample grocery list and check the prices in the newspaper to see where the best sales are. Ask, "Can you save money by checking the ads?"
3. Have students read some classified ads aloud. Ask, "If you had something you wanted to sell, how could a newspaper advertisement help you?"
4. Ask, "How do you place a classified ad?" Have a student call the local newspaper and report to the class on the process. How much does it cost?
5. Tour a newspaper office.

*Ann Jones, New Mexico*

1. Bring newspapers to class to compare prices. Make actual grocery list. Find specials in newspapers.
2. Take a field trip to compare actual prices in the stores. Find unadvertised specials in the store.

*Max Carpenter, West Virginia*

1. Ask students to prepare a list of food that their families may purchase in one week. (Parents should help.)
2. Ask students to bring in a Sunday paper or other paper which has several ads from food stores.
3. From the lists prepared by students and their families, compare costs of certain items as advertised by different stores.
4. Figure how much money may be saved by shopping at different stores for the items on the list.
5. Take a field trip to different stores to check prices and apparent quality of food items.
6. Construct menus using sale items.

*Eileen M. Hayes, Florida*

1. Read aloud from the paper prices from three different stores. Compare; let students make choices for actual purchase.
2. Use special coupons cut from the newspapers for "specials." Compare with regular prices of items.
3. Keep a file box with other coupons from magazines or other sources so that any student may use a "coupon special" for an actual purchase at a later date.

Materials needed: Local newspaper; magazines.

*Gloria Wiley, Colorado*

1. Discuss with students the following considerations in shopping from newspaper ads.
  - . What is meant by "irregulars" "all purchases final" "limited quantity?"
  - . Will the gas and time used be worth it?
  - . When are specific items usually on sale?
2. Let students look through the classified ads to see what kinds of products are advertised.

*Kathy Mack, Minnesota*

1. Have students bring in samples of various newspapers, shopping bulletins, and so on, and compare their organization.
2. Have a newspaper advertising representative come in to talk about how to read, write and use want ads.
3. Assign each student to purchase or rent an item through a want ad.
4. Have students study newspapers for a week to determine schedule of ads. (When are grocery ads in the paper?)

Materials needed: Newspapers ; shopping bulletins

*Dan Phelan, Colorado*

1. Have students go to a store and look at price of a certain item. Then have them look for the same item in a newspaper to see if they can find a lower price.
2. Discuss the need for deciding what to buy before going to the store and looking at ads to find best bargain.
3. Discuss the hidden costs of an item, such as transportation costs; compare with advertised price.
4. Compute the distance to the store and the cost involved in having articles delivered as compared to the savings by going to the store.
5. Have students purchase items for a meal trying to get the most value for their money by using ads.

*Lynn A. Fleharty, Colorado*

1. Have students read newspaper advertisements. Ask "Is it a sale or just advertising?"
2. Ask a store representative to visit the class and discuss why the store advertises.

*Sandra Ferraro, Colorado*

1. Gather flyers from several department stores.
2. Have students check the sale prices. Discuss how much saving is offered.
3. Figure the percentage of savings. Ask, "How many of the items in the flyer are actually not on sale, but just being advertised?"
4. Check prices on the flyer sale items at other stores to see whether the items are really on sale.

*Jane L. Mussemann, Colorado*

1. Use several advertisements of the same item such as toothpaste. Let students use the abacus to figure which is the best buy.
2. Discuss coupons and decide whether buying a name brand at the discount price is worth the difference over a cheaper brand.

*Dan Phelan, Colorado*

1. Have students go to a store and look at the price of a certain item. Then have them look for the same item in a newspaper to see whether they can find a lower price.
2. Discuss the need for deciding what to buy before going to a store and of looking at ads to find the best bargains.
3. Discuss hidden costs of an item such as transportation costs in addition to the advertised price.
4. Have students purchase items for a meal, trying to get the most value for their money by using newspaper ads.

*Jane L. Mussemann, Colorado*

1. Some newspapers have developed kits to help students learn about the various parts and functions of a newspaper. Several periods can be well spent in this manner.
2. Let students develop a newspaper with advertisements concerning the sale of personal items or services to be used in the school.

## TO TEACH HOW TO FIND THE RIGHT STORE

*Deborah Chapin, North Carolina*

1. Have students compile a list of items they believe can be found in a supermarket (department store).
2. Take a field trip to a supermarket or a department store to find out what is there. Have various students assigned to various areas to list what they find.
3. Compare pre-trip and post-trip lists.

*Donna Jurgensen, Illinois*

1. Have a class discussion to note that shopping for major purchases, calling different retail stores, and asking for prices on the telephone, can alleviate running around.
2. Have the students do some actual comparative shopping by telephone for the prices of tires, dryers, and so on.
3. Students who can should read newspaper ads or telephone books to get the telephone numbers of different stores and have an understanding of what merchandise can be obtained from different stores. This information can be reviewed with the students.

Materials needed: Newspaper; telephone directory.

*Faith Whittle, Colorado*

1. Have students list all the places they can think of where one might purchase prescriptions.
2. Have students check the yellow pages for drug stores, pharmacies.
3. Have students check out drug stores and supermarkets in their area to see where they can get prescriptions filled.
4. Compare prices for identical prescriptions in different drug stores or pharmacies.

Materials needed: Yellow pages

*Susan Rowland, Colorado*

1. Explain the layout of department stores.
2. Call attention to the various sections, all representing wide varieties of items.
3. Explain that prices in department stores usually are somewhat cheaper since these stores do not specialize in any one item.
4. Travel with students to different stores.

Materials needed: Newspaper

*Mark Wilberg, Iowa*

1. Take field trips to different types of stores: discount; farm supply; department; dime; drug; grocery; and shopping centers.
2. Have a test: One student names a product and another student chooses the appropriate store or stores where it may be purchased.

*Lynn Fleharty, Colorado*

1. Plan a field trip to a grocery store and make lists of items sold there.
2. Obtain lists of inventories from grocery stores.
3. Have students read these lists and find anything that might be a kitchen utensil.

*Norman J. Hanson, Wisconsin*

1. Discuss store types and quality of merchandise available.
2. Discuss methods of determining merchandise quality.
3. Discuss use of consumer aids for determining merchandise quality.
4. Discuss store policy on returning unsatisfactory merchandise.
5. Plan on-site visits to different types of stores.

*John T. Atkins, North Carolina*

1. Take students to the drug store and have the pharmacist explain how prescription medicines are sold and what regulations are involved.
2. As a follow-up, stop at the supermarket and ask the manager how non-prescription drugs may be purchased over the counter.
3. Have each student report on the buying of prescription and of non-prescription drugs.

*Erskine Miller, Indiana*

Take a field trip to the grocery store to learn

- . location of infrequently used kitchen utensils
- . type of stores where they may be available
- . cost of various utensils
- . cost comparison between various brands

Materials needed: Various utensils used in the kitchen.

*Robert W. Bischoff, Utah*

1. A field trip can be planned to several stores such as a grocery store, a drug store, a hardware store. Students can prepare in advance a list of desired purchases staying within a specified amount of money. This will teach looking for an item by price.
2. Reading newspaper advertisements for a specific item in the same quantity. The student who locates the best price gains a reward.

*Norman Hanson, Wisconsin*

1. Discuss types of stores and amount and quality of service available.
2. Discuss methods of getting the amount of service required.
3. Discuss alternate methods of getting service required from other sources rather than store personnel.
4. Have a retail manager discuss the variances of store-service policies.

*Jan Caron, Colorado*

1. Have students do a "scavenger hunt" on the phone. They should then list items found where, and their costs.
2. Students should visit stores and locate items. Discover if items are found in same department areas in different stores. Compare cost.
3. Discuss different uses for the items found, places to use them. Try out suggestions.

*Donna Jurgensen, Illinois*

1. Bring students to second hand stores so they can become familiar with the types of merchandise which can be purchased.
2. Explain the economics involved in the operation of a second hand store.
3. Point out that one needs to be selective but just to be aware that this type of alternative is available.

*Jack Jacobs, Florida*

1. Give student the name of an item to buy and have him/her tell you in what kind of store he/she would buy it.
2. Explain department stores and the wide variety of merchandise available.
3. Give shopping assignments and let students discuss where the best and most convenient area would be to purchase these needs.
4. Take a field trip to a shopping mall. Discuss the convenience of malls with many specialty stores housed under one roof.

*Raymond Angel, Colorado*

1. Take a field trip to a large store and to a small store.
2. Discuss overhead costs and reasons why small stores must usually charge more per item to meet these costs.
3. Discuss how the location of a store might influence the prices it must charge.

## TO TEACH ABOUT SALES TAXES

*Max D. Carpenter, West Virginia*

1. Check sales tax rates in the state where the student lives and in the surrounding states.
2. Ask students to make a list of commonly used items; list price for each; and compute the sales tax for each. Add the price of the item plus the sales tax to get the total price.
3. Use sales tax rates for surrounding states and compute the same total prices.
4. Compare total prices of some of the items to show differences in cost.
5. Compare the sales tax on a small item, such as coffee, with a large item, such as an automobile.
6. Take a field trip to do some comparision shopping.
7. Have students to bring in empty containers such as egg cartons, boxes, empty cans. Set up a store, sell items, and figure sales taxes.

*David Kelley, Virginia*

1. Assign each student an area of the state or county. Have each find out the sales tax amount in that area, noting both city and state sales taxes.
2. Make a comparison list in order of amount, and using one article, such as a television set with a set price, show how the sales tax increases or decreases the price.

Materials needed: Pen; pencil; letter; stamp.

*Donna Jurgensen, Colorado*

1. Discuss the purpose of sales tax and what items are taxed.
2. A math lesson in figuring percentages related to the sales tax in the area should be reviewed.
3. Simulations in purchasing items and figuring the appropriate sales tax can be reviewed.
4. Go to a store and have students compute the cost of the item before it is rung up on the cash register.

*Robert W. Bischoff, Utah*

1. Have students practice planning purchases via the newspaper or in the store and computing the tax before paying for an item. Practice when several items are purchased.
2. Let some students make and sell something or purchase items and re-sell these items to other students. The quarterly tax report to the State Sales Tax Commission if computed, completed, and sent in by the students is an excellent teaching activity.

*George P. Sipple, Wisconsin*

1. Let students write to the Revenue Department in several states to learn about their types of sales taxes. Compare.

*Raymond Angel, Colorado*

1. Write relatives or Chambers of Commerce in different areas to find out tax structures.
2. Compare taxes on a specific item in the different areas.

*Kathy Burgess, North Carolina*

1. Discuss amount of sales tax, what a sales tax is, why we have a sales tax.
2. Practice computing sales taxes on different amounts of purchases.
3. Go on a shopping trip, compute tax for various objects to be purchased.

Materials needed: Objects with sales tag attached; tax charts.

*Ann Jones, New Mexico*

1. Explain why it is important for each student to know how much sales tax is charged. Distribute charts with sales taxes.
2. Role play make-believe purchasing. Use a cashier and a customer.
3. Plan a field trip to a local store to purchase items for a specific school project.

Materials needed: Money for making change; empty boxes to use for shopping.

*Faith Whittle, Colorado*

1. Discuss taxes in general and the reasons for having taxes.
2. Have students write to Chambers of Commerce in different communities and states, asking what the sales tax is there.
3. Make a chart listing communities and sales taxes.
4. Discuss what taxes are used for and have students suggest reasons why communities differ in sales taxes.

Materials needed: Addresses of Chambers of Commerce or state agencies, chart to plot taxes.

*Jana L. Mussemann, Colorado*

1. Use the abacus to figure the per cent of a sales tax.
2. Have students investigate the sales taxes in various nearby towns. Discuss the implications and possible savings.
3. Have students figure the amount of sales tax on several expensive items.

## TO TEACH ABOUT IMPULSE BUYING

*Delaine Strandberg, Colorado*

1. Experiment: On an excursion one student takes no money (or check); one student carries cash. Determine after trip who has spent more money. Discuss whether it is easier to spend cash.
2. Discuss psychology of impulse buying. Experiment: Go to store manager, who has listings of the number of items sold and see whether these items are the ones which are most advertised. Are advertised items higher or lower in price?
3. Have each student keep a list of how much money each has spent in a week. Classify purchases according to impulse (or want) as opposed to need. Ask, "What would you really have preferred to buy with the total spent on impulse?"

## TO TEACH ABOUT UNIT PRICING

*Anna Lois Gump, Colorado*

1. Compare sizes and shapes of boxes and cans. Use scales to prove that not all cans and boxes weigh the same even if they are the same size.
2. Learn liquid and solid measures:

$$16 \text{ oz.} = 1 \text{ lb.} \quad 8 \text{ oz} = 1 \text{ cup}$$

3. Go to a grocery store. Compare cans of fruits and vegetables, cereal boxes, and so on.
4. With permission of the manager, compare costs of the above sizes, noting that there is sometimes a better buy in quantity purchasing.

*Judy Wiepert, Colorado*

1. Provide the class with various boxes and cans of different weights. Discuss why some are labeled in ounces and some in pounds. Ask, "How many ounces make a pound?"
2. Bring in other items and note how they are measured, whether liquids or solids.

*David Kelley, Virginia*

1. Take two empty soap boxes, and beginning with gross differences, make comparisons by filling one of the boxes with sand, the other with powdered soap.
2. Gradually refine the differences between the two exact sizes of boxes, asking for similarities and differences.
3. Begin to use more than two boxes, each one a different weight and, if possible, different units of weight.
4. Visit a store. Note similar size packages with different weights and, perhaps, with different prices.

Materials needed: Boxes; cans; packages; sand; scales.

*Eileen M. Hayes, Florida*

1. Actually bring in several boxes of food such as instant potatoes, Girl Scout cookies, jello, a box of candy. Let each student hold them. Pass them around to check size, weight.
2. Bring in cans of a variety of products in different sizes and shapes, such as a can of coffee, a can of tuna, a can of corn, corned beef. Pass them around to compare size, shape, weight.
3. Let each student pack a bag of groceries to prepare for a possible job as a "bag boy" or "bag girl" at a local grocery.

*Gloria Wiley, Colorado*

1. Have several lessons on measurement vocabulary: ounce, pound, volume.
2. Develop math concepts: Discuss how many ounces in a pound; how to figure cost per unit.
3. Plan a field trip to several stores. Which stores figure per unit cost for the customer?

*Jan Rae Caron, Colorado*

1. Purchase several brands of the same item, such as cereal, and compare weight of box, weight of contents, space occupied by contents.
2. Check the number of servings by actually serving the students breakfast over a period of days. Measure servings accurately. Keep records.
3. Compare nutrition information on the different packages.

*John T. Atkins, North Carolina*

1. Have students bring several items to class and copy that section of the label which specifies unit weight.
2. Demonstrate to students how two identical items may differ in price, one being cheaper by the ounce.
3. Explain the 16 ounces equal 1 pound. Point out that the ounce is the basic unit of the pound.

*Mary Beth Young, Iowa*

1. Choose a number of commonly used grocery items such as milk, bread, eggs, butter or margarine, potatoes.
2. Determine by a visit to the supermarket what the prevailing price is. Date the information.
3. Back in class, let students record the price and total weight of each item.
4. Have students compute the price per serving and make a chart in both print and braille for posting on the refrigerator.
5. These data should be used in meal planning to figure total meal cost.
6. A month or two later, up-date the chart to reflect current prices.

This idea is from Martha Neuzil's Techniques of Daily Living

*Erskine Miller, Indiana*

1. Students can make lists of foods that are sold by weight rather than by size or number.
2. Have a lesson in abbreviation: oz., lb., doz.
3. Spelling activities can be included.
4. Grocery labels can be related to reading activities.

*Stewart Bowden, New York*

1. Bring in a set of scales and teach students to use them.
2. Teach basic units and measures.
3. Have each student to weigh two objects, one weighing a pound and the other more than a pound.
4. Allow students to buy an item marked "one pound" and another marked "sixteen ounces."

*Mary Beth Young, Iowa*

1. Use as many standard can sizes as can be found ( No. 303, No.2, and so on). These can be brought from home and brailled for blind students. Let students learn to tell the sizes. Use the idea of putting one inside another to see bigger or smaller.
2. Use the same cans, with both ends out, to teach weight to older students.
3. Go to the store to test whether students know how to find types of cans on the shelf. Provide help on shelf placement for blind students.

This idea is from Martha Neuzil's Techniques of Daily Living.

## TO TEACH ABOUT BUYING IN QUANTITY

*Raymond Angel, Colorado*

Invite a butcher in to explain why there is some waste in large cuts of meat.

*Max Carpenter, West Virginia*

1. Take field trips to a farm, a stock sale, a slaughter house, a butcher shop, and a retail store in order to see where the animals come from and the processing which is required before they are purchased.
2. Compare the price per pound which the farmer receives with that which we pay when we purchase beef.
3. Discuss the reasons for the difference in prices.
4. Buy a quantity of T-bone steak
5. Trim fat and bone from the lean meat. Weigh the bones and fat and deduct from the original weight. Compute the cost per pound of the meat which is eaten. Compare the two costs.

*Joseph Zamlowski, Colorado*

1. Study anatomical chart of cow along with dotted lines for various cuts.
2. Take a field trip to a butcher shop to observe how sides are cut.
3. Discuss feedback derived from eating and preparing meat.

*Charles R. Ruffino, New York*

1. Use the local newspaper; read off food prices; utilize the talking calculator to figure price differences, for example, 3/72 as opposed to 1/25, or case lot as opposed to individual package or item price.
2. Have students contact the school purchasing agent to learn the advantages of quantity purchase as opposed to unit purchase of supplies.
3. If a cooperative purchasing group exists, ask for a representative to talk to the class on the topic of group buying as compared to individual purchasing.

Materials needed: Talking calculator.

*Judy Wiepert, Colorado*

1. Compare 5 pounds of fresh peaches with 5 pounds of canned peaches and with 5 pounds of frozen peaches. Decide which is cheaper.
2. Discuss the pros and cons of buying peaches in these three forms.
3. Discuss the time of year when fresh fruits may be available, and possibility of canning or freezing your own fresh fruits and vegetables. Is it worth the cost and time required?

*Scott Ensor, Colorado*

1. Explain economic advantage of buying goods and materials in quantity.
2. Describe various methods of packing and storing excess goods so that they may be bought in quantity.
3. Describe differences in retail outlets that account for differences in prices.
4. Compare wholesale with retail prices.
5. Have students visit various stores and compare prices.

*Charles R. Ruffino, New York*

1. Let the class purchase a variety of canned fruit and of fresh, short shelf life fruits, such as peaches or pears. Have them note damage or spoilage rate of fresh purchases. Have the class compute the cost by weight of canned fruit, fresh fruit.
2. After one week, compare results. Note the costs at time of purchase. Note the loss of uncanned fruit.
3. Let class members question food preparation personnel as to shelf life, costs, convenience of canned food as opposed to fresh food.

Materials needed: Talking calculator; fresh fruit; canned fruit.

*Wanda McLain, New Mexico*

1. Calculate how much the same food costs per unit for various sizes of packages.
2. Plan a field trip to the grocery store to compare costs of brand names with the prices of store brands.
3. Discuss the advantages of buying certain types of clothing in quantity (underwear, hose socks, handkerchiefs).
4. Discuss how one may take advantage of sales by watching the newspaper or sales circulars.
5. Show cans or package sizes; help students learn to read labels.

*Robert W. Bischoff, Utah*

Let students check the prices of a number of separate small quantities of a certain item and compare with the cost of a larger quantity. Actual purchase for re-sale adds to the motivation for learning about the greater cost benefit ratio.

*Gloria Wiley, Colorado*

1. Discuss the convenience or inconvenience of buying in quantity, keeping inventory, storage. Discuss with students what products will not work for quantity buying.
2. Visit a store which deals in quantity buying service. Check prices.
3. Have students compare prices, using math concepts to find per item cost.

*Kathy Mack, Minnesota*

Examine newspaper grocery ads for special terms and make a display using ads and presenting definitions.

*Scott Layne Ensor, Colorado*

1. Secure many published materials on advertisement persuasion and techniques.
2. Have students critically evaluate magazine and newspaper advertisements.
3. Have students watch television commercials and describe selling techniques involved in each (for example; well-known personalities; jingles; comparisons ).
4. Describe propaganda techniques and how they relate to advertisement.
5. Have students relate personal experiences with less than honest or inaccurate advertisement.

Materials needed: Newspapers; magazines; television; published materials.

*Mary Beth Young, Iowa*

1. Using the advertisements for week end or midweek grocery sales, find or read to students about six items which could be considered good buys in quantity.
2. Discuss these items and comparative pricing at the regular rate. See if they are aware of the regular price.
3. Compute the savings for the item if bought in quantity.
4. Discuss reasons which might prompt you to buy the item in quantity as well as reasons not to buy.

## TO TEACH ABOUT SALES CONTRACTS

*Sid Wharton, Virginia*

1. Obtain several types of sales contracts in large type and/or braille. Have students role play, one as a salesman, the other the buyer. What are the pitfalls of a contract? What are the buyer's rights? What are the state laws?
2. Have students write a contract of their own. Tell them it should be as deceiving as possible.
3. Invite a consumer in to discuss contracts. Ask, "Should you sign it?"
4. Have students enter into a contract with the teacher.
5. Have an itinerant salesman talk about his/her practices with the students.

Materials needed: Actual contracts, braille and/or large type.

*Eileen M. Hayes, Florida*

1. Read aloud the legal section of the local newspaper which contains court actions on repossessed cars, furniture, and appliances. Remind students "This can happen to you."
2. Take the class to the bank when a public auction is held on repossessed items.
3. If possible, take a field trip to the local court to listen to the proceedings of a case involving a contract which is in dispute.

Materials needed: Local newspaper.

## TO TEACH ABOUT GUARANTEES AND WARRANTIES

*Anna Lois Gump, Colorado*

1. Explain that there are guarantees on some purchases, especially more expensive items, for a year or two against break-down, repairs needed, and so on.
2. Discuss reasons there are no guarantees on grocery perishables. Note that stores may refund money if an item is found spoiled right after purchase. (Sales slip is necessary).
3. Discuss meaning of "All sales are final" (no refund if item is returned).
4. Stress the need for careful inspection of the item to be purchased as to correct size and to be certain you want it.

*Sid Wharton, Virginia*

1. Obtain several guarantees from various products.  
Have students role play, one trying to get a product repaired under guarantee. What are full and limited warranties?
2. Ask students for their parents' experiences in getting something repaired under guarantees.

*Mark Wilberg, Iowa*

1. Discuss what a warranty is, what it will cover, how to fill out a warranty card, how to fulfill the requirements in order to use the warranty.
2. Discuss using a warranty after something breaks on a product.
3. Look at some product warranties to see how and where to register complaints.
4. Arrange meetings with a member of the Chamber of Commerce and the Better Business Bureau to discuss warranties.

*F. D. McEachern, North Carolina*

The ideas of a warranty or of a guarantee can be explained by showing merchandise and explaining how and what the guarantee or the warranty means.

Materials needed: Small appliances or merchandise that any school may have.

*Charles R. Ruffino, New York*

1. From a local newspaper, select articles currently advertised. Have students telephone to inquire as to the existence of a guarantee and the limits of such guarantees. Compile a list and compare items as to the cost and the time and securance of guarantees.
2. Ask a Better Business Bureau or Consumer Education Services representative to speak to the class on conditions of guarantees on various items.

## TO TEACH ABOUT REFUNDS

*Dan Phelan, Colorado*

1. Discuss the importance of knowing whether a store gives cash refunds before making a purchase.
2. Explain that if a store does not give cash refunds, then it is extremely important to be sure that what is purchased is right or can be exchanged at the store for the proper item.
3. Discuss purchasing gifts at such a store.
4. Let students visit stores and inquire whether cash refunds are made. They may then write letters to stores who do not give cash refunds to ask for justification of their policy. The class can discuss the replies.

*Jane L. Mussemann, Colorado*

1. Since visually handicapped students may not be able to read an "all sales are final" sign, have them role play. They should learn to ask pertinent questions about the purchase they are making.
2. Have students role play in order to learn to ask about service agreements on large appliances.

## TO TEACH CONSUMER RIGHTS

*Dan Phelan, Colorado*

1. Read and discuss articles about boycotts of items and the basis of such boycotts. Let each student decide whether he/she as an individual might support a certain boycott.
2. Examine different types of services offered by large chains. contrast with those of small local merchants, and decide how much this is worth to individuals.
3. Discuss the consumer's place in our economic system as opposed to other systems

Materials needed: Newspapers.

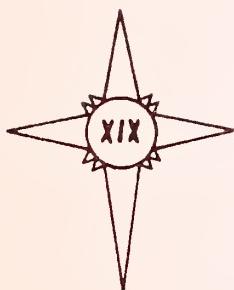
*Henry J. Tyska, Michigan*

1. Let students research the following.
  - . Food and Drug Administration's allowable impurity contents of insects, droppings, and so on.
  - . Red Dye No. 2.
  - . monosodium glutamate
  - . polysorbic acid
  - . calcium chloride
  - . silicates
2. Let students clip newspaper accounts of F.D.A. rulings.
3. Have students collect old containers, such as cans or boxes and read the labels to determine chemicals added.

# Idea Bank

For Teachers

## 2. Budgeting





## TO TEACH THE IMPORTANCE OF BUDGETING

*Alan Weinstein, Colorado*

1. Bring in a game in which it pays to use money wisely. The game of Life is good because it provides a realistic spending situation. One who spends wisely wins. One ends up on millionaire acres or on skid row.
2. Explain how budgeting is important for future goals and that buying something or making an investment requires a lot of thought.
3. Provide a reward system for students who play budgeting games and spend their money wisely.
4. Bring in people who deal with money and ask them to relate both good and bad experiences with budgeting.
5. Discuss the fact that something one really wants may have to be put off until it becomes a reasonable purchase for the individual.

*Kathy Mack, Minnesota*

Give students in a structural living experience an allowance and require that they meet certain of their own expenses, as paying rent, buying food, and so on. During this time offer students opportunities to overspend on such things as outings to movies, concerts, shopping trips. Be sure they do not overspend from other funds.

*Wanda McLain, New Mexico*

1. Discuss ways to make budgets work for you. Make a list of fixed expenses; plan how the rest can be divided among other things you want.
2. Have students keep a strict, accurate record of everything spent for a certain period of time to see whether purchases are really needed.
3. Have several resource people come in to discuss how budgets have worked for them.
4. Ask the owner of some big store or chain to discuss their budget to show such ideas on a big scale.

*Faith Whittle, Colorado*

1. Bring in different ledgers, separate manila envelopes labeled with various expenses, credit cards such as Master Charge, Bankamericard, and other systems of keeping track of income and outgo.
2. Have students list advantages and disadvantages of each system. Discuss.

## TO TEACH HOW TO MAKE A BUDGET

*Dan Walkowski, Indiana*

1. Ask students to identify all the things about them that require money.
2. Give students a make-believe allowance which they must budget.
3. Discuss repayment of money that has been borrowed and the circumstances involved (reason for borrowing).
4. Let the class figure the cost of running a school library: average cost per book; number of books per student; total cost; cost per student per year.
5. See a local newspaper for bankruptcy notices. Discuss the fact that some people live beyond their means.

*Kathy Mack, Wisconsin*

Give a team of students sample incomes at three different levels, and have them work through a month's expenses for each. Include rent, food, medical care, installment payments.

Materials needed: Kits of salary checks; bills; charge cards.

*Robert W. Bischoff, Utah*

1. Have each student work out a personal budget on a unit where salary changes, purchases, job losses, or improvement are programmed to occur.
2. Discuss the effect on living expenses as each change takes place.

*Sandra Ferraro, Colorado*

1. Give each student a certain figure as salary per month together with some basic facts such as the number of people in the family, ages, number of cars, basic life style, and so on. Base information on real situations.
2. Let students make a budget for the family. Compare with the real one.

*Sid Wharton, Virginia*

1. Give the students a specified amount of money. Have them plan to purchase items at a grocery store. Ask, "Do you have enough?"
2. Have students make a list of items needed for a week. Ask, "How much does it cost to live for that period of time?"

*Judy Wiepert, Colorado*

1. Let each student pretend he/she is earning \$500. a month.
2. List necessities and their approximate cost to demonstrate how quickly one's money is spent every month.
3. List costs of items that are not purchased every month, but which must be planned for.

*Charles R. Ruffino, New York*

1. Let each student set up an individual list of essential needs, secondary needs, assigning to each item a dollar value. Establish a monthly income, matching expenditures to income.
2. Assign a group of students to plan expenditures for food, rent, clothing.
3. For one group of students, provide fake money in the amount decided upon as income. Have them pay the indicated expenses, and observe the result.
4. Summarize the unit with worksheets of contrived budgets developed by each student.

*Anna Lois Gump, Colorado*

Have students plan a budget, allocating percentages for fixed items, such as rent or buying a house; utilities; groceries; car payments; insurance (car, health, life); clothing; savings; appliance or furniture payments; tithe; emergencies; gifts. Be sure that they include what will be taken out of their checks for taxes and social security.

*Scott Ensor, Colorado*

1. Describe for students methods of itemizing expenditures.
2. Help them develop methods of recording such data.
3. Illustrate to students recording of expenses and allotting monies to meet them.
4. Instruct students in allocating income for goods, services, recreation, current bills, and so on.

Materials needed: Record keeping forms; abacus; braille.

*Max D. Carpenter, West Virginia*

1. Have students estimate monthly income, based on the student's desired occupation.
2. List anticipated expenses, including food, housing, payments, utilities, clothing, recreation, and other regular expenses. (It is good to involve students' parents in anticipating expenses.)
3. After all the income is budgeted, add some expense which has not been anticipated, such as car repair bill, appliance replacement, or major medical expense.
4. Ask each student how he/she will handle these expenses. Discuss borrowing.
5. Take a field trip to a bank and arrange for someone to discuss sound financial planning with the students.

*Faith Whittle, Colorado*

1. Have students list what they see as the top priorities for a monthly salary and give reasons. Discuss.
2. List in descending order of importance all the expenses the students can think of.

*Henry J. Tyszka, Michigan*

Discuss with students the idea of setting aside a small sum each week to be spent in any way desired. The idea is that one may maintain a strict budget more easily if there is money for which one need not account.

*Jack Pitzer, Virginia*

1. Divide the class in half, with one group developing a budget and the other not budgeting.
2. Assign each student a fixed amount of salary.
3. Have stations in the room for payment and procurement of services such as rent, utilities, food, medical expenses, entertainment. Each student may buy a service from any station using his/her assigned income.
4. Let the groups compare their success in staying within their allotted resources for the month.

Materials needed: Play money; cards with fixed cost for rent, utilities, food, movies, and so on.

*Mary Beth Young, Iowa*

1. Study and provide experiences with a checking account, rent, insurance, setting priorities for spending, clothing, groceries, and so on.
2. Have a project extending over several months, including budgeting a given amount for an entire month.
3. Keep complete records during the month of actual expenses, as far as can be determined by visits to stores and so on.

## TO TEACH ABOUT PRIORITIES IN SPENDING

*Sandra Ferraro, Colorado*

1. Have a brief discussion of guidelines for purchasing decisions.
2. Allot the class \$50.00 for recreational equipment.
3. Let students submit ideas for spending money and then decide how to spend it, using the guidelines established above.

*Gloria Wiley, Colorado*

1. Let students discuss needs and wants. Make judgments and prepare lists in each category.
2. Discuss: What makes the difference between needs and wants? How can one person's needs be someone's else wants?
3. Let each student list personal priorities.

*Jack Pitzer, Virginia*

1. Have each student make a list of expenditures that are necessary each month.
2. Have students develop a list of things that are not necessities.
3. Assign each student an arbitrary monthly income.
4. Have students balance their budgets in light of necessities as opposed to luxuries.
5. Follow with a discussion of priorities in a monthly budget.

*Max D. Carpenter, West Virginia*

1. Have each student compute an estimated monthly salary, depending upon the type of occupation in which the student is interested.
2. Let each estimate (with parent's help) the weekly food budget. Multiply by four to find total monthly food cost.
3. Estimate (with parent's help) monthly rent or house payments.
4. Estimate utility costs.
5. Allow a percentage of the salary for recreation and clothing.
6. Add total monthly expenses and deduct from salary. Remainder may be used for monthly payments and other expenses.
7. Throw in special costs such as a medical bill which has not been anticipated. Ask the student how he/she will take care of such extra costs.

*Ann Jones, New Mexico*

1. Discuss reasons for using money for food, rent, and clothing before spending money on other things.
2. Role playing is a fine way to express ideas on these subjects. This usually brings out parents' ideas and habits.

Materials needed: Kits are available to set up a make-believe house.

## TO TEACH ABOUT SAVINGS AND RENT

*Norman Hanson, Wisconsin*

1. Teach students the management of money for daily activities, room and board, transportation, personal needs, recreation. Each student will be given a sufficient sum of money (on paper) to purchase all appropriate living essentials.
2. Discuss the theory of savings and the ways to use savings in an advantageous manner. The student will be permitted to save any excess monies for specific reasons or goals and/or as a cushion for unforeseen needs.

*Lynn Fleharty, Colorado*

1. Let some students research local renting costs and determine what part of a certain income each would be.
2. Let other students ask a financial adviser to recommend percentages of income which should go to housing and how much to savings.

*William J. McConnell, Virginia*

Have a class discussion on the necessity of following a systematic pattern of saving on a regular, routine schedule in order to realize and enjoy maximum saving benefits during one's productive earning years. This requires care in budgeting to make savings available. Savings should not be spent except in cases of dire emergencies.

*Sid Wharton, Virginia*

1. Ask students to list reasons why one should save money, when it is possible to borrow it and buy what one wants now.
2. Ask your students to investigate various savings plans in your area and prepare an oral report.
3. Banks and savings and loan institutions differ in the interest they pay. Ask a student to call each one and find out how interest is figured.
4. Have students compute interest on a savings account for a year. Help them learn the various methods used for determining interest.

*Charles R. Ruffino, New York*

1. Let students set up a typical budget for one month.
2. Establish those items which are essential and fixed.
3. Establish which items are secondary.
4. Establish those items which are flexible, or sliding in rate from month to month.
5. Compare budgets.
6. Set up a Monopoly game where earnings, savings, and rent are obvious ingredients.
7. Through role playing demonstrate proportions of rent and of savings compared to earnings.

*Jana L. Mussemann, Colorado*

1. Have students use a want ad to select a job.
2. Based upon the salary they would receive for that job, have them select an apartment from a newspaper ad.
3. Have students plan to buy groceries for one week, using newspaper ads for prices.
4. Invent contrived expenses for each student, such as doctor bills, car repairs, and so on, and discuss how they fit into a budget.

*Mary Beth Young, Iowa*

1. After a brief discussion of "What do you know about renting?" take your group of high school students out to look at an apartment for rent. Let students ask their own questions.
2. Evaluate the visit, reviewing the information gleaned. Discuss what they did not find out or what may be puzzling.
3. Record the unanswered questions. Discuss using other sources for ideas of appropriate questions to ask.
4. Visit another apartment. Evaluate.
5. Invite someone to talk to students who has had experience with renting. Compare experiences on such things as the amount of rent, landlords, services, and so on.

*David Kelley, Virginia*

1. Using play money, set up a role playing activity for each student, under varied circumstances (with or without other family members), and allocate \$50. a month for expenses, not including rent. Listing the necessities, realistically determine costs. Continue for a number of months, noting increasing debts. Let others play bank people, credit people, and so on.
2. As a follow-up, determine how much rent one can afford with \$300. take home pay each month.

## TO TEACH ABOUT EMERGENCIES

*Dan Phelan, Colorado*

1. Using an artificial economy with budgets assigned, give various students emergencies to deal with and discuss their effect on a budget.
2. Have students ask their parents what kinds of emergencies come up in their lives.
3. Discuss the need to set aside a certain amount of money each month for emergencies.

Materials needed: Budgets; lists of emergencies.

*Jack Pitzer, Virginia*

1. Have each student in the class develop a budget in a fixed income range.
2. Have a set of cards prepared that list budget emergencies that might occur.
3. Each student will pick a card and incorporate that added expense into their budget, facing the problems of what items need to be cut out or reduced.
3. Discuss the problems each student faced in meeting the budget emergency.

*Judy Wiepert, Colorado*

1. Discuss the types of things that come up as emergencies as opposed to something that you may just want very badly.
2. Consider ways of paying for emergencies by weekly or monthly payments as opposed to paying for them from your savings. (Which way costs more? Which way can you afford?)

*David Kelley, Virginia*

1. Let the class list various potential emergencies.
2. Assign the task of researching the cost of each.
3. Let one student or a group visit a hospital to determine the average cost of a common medical problem.
4. Let others check on the cost of automobile repairs.
5. From a previously planned budget, let each group attempt to pay the cost of one or more emergencies.

## TO TEACH ABOUT PAYING TAXES

*Delaine Strandberg, Colorado*

1. Help students list expenditures and categorize those expenditures which could be tax deductible.
2. Have students write a budget book, listing those items which are tax deductible and developing a system for filing receipts for the IRS.
3. Compare tax scales for itemized and non-itemized tax deductions.
4. Discuss the reasons behind withholding F.I.C.A. and state tax from a pay check.
5. Have students compare net salary with gross salary. Have students estimate the amounts taken out of different salaries and check the accuracy of their estimates.
6. Have each student plan a budget. Then show how quarterly or annual taxes should be included and saved for in order to prevent catastrophe. Compare the pro-rated budget to students' budgets.
7. Discuss and figure depreciation, replacement costs that must be saved for. (Example: How often will ties need replacing?)
8. Let students play Monopoly or Careers and discuss the points of budgets and buying.
9. Have an insurance agent come and discuss monthly premiums.

Materials needed: Monopoly and Careers games.

## TO TEACH ABOUT BUYING ON CREDIT

*Kathy Mack, Minnesota*

1. Get copies of credit applications from local department stores and have students complete the applications from model family budgets.
2. Ask the credit manager for a local firm to talk with the students about what is important in approving a credit application.

*Joseph Zamlowski, Colorado*

1. Let students inquire at a store whether something under one dollar in price can be paid out at ten cents a week.
2. Take the class to visit an appliance store and inquire about purchase plans.
3. Have students research various modes of transportation for payment with and then without a credit card .

*Robert W. Bischoff, Utah*

The student council may set up a credit union which will have a limit on the amount loaned. Rules and regulations will need to be written by the students. This will teach both sides of credit purchasing. The outcome may be that students will learn the added cost of a purchase made on a credit plan. They also may see the profit made on money loaned by the credit union.

*Judy Wiepert, Colorado*

1. Have each student select an item which can be purchased on credit. Record the cost if cash is paid.
2. Figure how much is paid by using time payments with a ten per cent interest for six months, for twelve months, for eighteen months.(How much are the monthly payments ? How much does the total cost increase ?)
3. Discuss: Which type of payments can you afford? How necessary is the item? Will it save time and money in the long run?

*Faith Whittle, Colorado*

1. Have students go to some large department store and look into buying a washing machine.
2. Set up a pay schedule to buy the washer.
3. Ask the credit department what will happen if one does not make the monthly payments.

*Jack Jacobs, Florida*

1. Discuss the pros and cons of the statement: "If you are looking for the best deal, the only way to buy is through one full payment."
2. Invite a speaker to explain that when buying on installments one pays a percentage on the set sum of the product, and the longer you take to pay, the more interest you will pay.
3. Discuss other advantages of cash payments. (Example: You can bargain and get your best possible money value.)

*Eileen M. Hayes, Florida*

1. We have a canteen store at our school and each student can buy small food items. The policy is strictly cash. This is also true of our local convenience store, where students make similar purchases during their leisure time. This shows that not everything can be purchased on installments.
2. Class rings and pictures and the yearbook can be purchased with a down payment and the balance when they arrive. Use these two contrasting situations to teach students.
3. Use organizations to teach. (I have the Senior Girl Scout Troop, and dues are paid in installments monthly.)

## TO TEACH ABOUT BORROWING

*David Kelley, Virginia*

1. Pass out play money (tokens) to students. Money may be used to purchase such things as free time, food, and so on.
2. Allow some students to borrow more. Those who borrow have more things at first.
3. Every so many days, say a month, all debts are due. Those who borrowed at first have to pay more back. Interest accumulates. As days pass non-borrowers have more to spend.
4. Let each student report and compare.

*Eileen M. Hayes, Florida*

1. If a student borrows money, he must sign an I.O.U. form. This is simple, but it makes him aware of his obligation. It is written proof of his debt. Braille forms can be used also.
2. In my Senior Girl Scout Troop, I will lend money only to students who have borrowed before and repaid the loan when due.

*F. D. McEachern, North Carolina*

In the seventh grades I have a system by which students interact with one another on money matters. Games such as Monopoly give them an opportunity to experience buying, borrowing, and planning for future growth.

*Wanda McLain, New Mexico*

1. Have a bank or credit union person to discuss the procedures in borrowing money, percentage of interest, paying off a loan ahead of time, and the advantages of paying off a loan in a lump sum rather than in installments.
2. Ask the consultant to discuss ways, other than borrowing, of working out money problems.

Materials needed: Loan application forms.

*Daniel A. Phelan, Colorado*

1. Teach the necessary math concepts for computing interest charges on items.
2. Assign students income levels for monthly living, giving them bills to pay and places to spend money.
3. Discuss the use of credit and how it commits you to a certain level of spending every month.
4. Discuss the use of credit cards and how the companies make money on the cards.

Materials needed: Budgets. Money substitutes. Credit cards.

*Robert W. Bischoff, Utah*

The difference in credit rates charged by different companies may be studied by the students. A loan for the intended purchase may be set up for a specific amount and time. Students can compute the interest charged by various lending agencies, such as a bank, a finance company, a credit union, and so on.

## TO TEACH THE IMPORTANCE OF PAYING BILLS PROMPTLY

*Eileen M. Hayes, Florida*

One way to encourage young people to pay attention to the dates on bills is to use actual bills, received by the teacher or by the students' parents, which show the additional charges which will be made if the bill is not paid by a certain date.

Materials needed: Braille and print calendars; telephone bill; electric bill; water bill; revolving charge bill; furniture bill.

*Max D. Carpenter, West Virginia*

1. Ask students to list several typical small bills such as automobile repair and gasoline bill.
2. Take students on a field trip to a garage and ask the manager to explain their credit policy, including penalties for not paying on time.
3. Ask students to compare finance charges of a business with the interest charged by a bank.
4. Compute costs of financing small bills through business credit with the cost of the same amount secured from a bank.
5. Ask a credit manager to explain what happens when people do not pay their bills promptly. Discuss credit ratings.
6. Ask students to bring two or three small bills from home and compute finance charges.
7. Have students ask a credit manager what happens to repossessed items.

*Alan Weinstein, Colorado*

1. Have students bring to class some typical utility bills received at their homes. Have each bill read completely. Are there due dates? Ask, "Is it necessary to pay the bill immediately?"
2. Invite someone representing a bill collection agency to come in and speak to the students. Discuss the consequences of paying bills late.

*Anna Lois Gump, Colorado*

1. Invite a banker to talk to students about repaying loans promptly.
2. Take students to a bank or to a savings and loan company to have borrowing and good credit explained.

*Jana L. Mussemann, Colorado*

1. Have a representative of the telephone company discuss bill payment procedures and reasons.
2. Let students discuss their feelings when someone owes them money and doesn't pay.
3. Have students examine various bills and explain the parts and the charges.
4. Discuss discounts for early payment, carrying charges, and so on.

*Sid Wharton, Virginia*

1. Obtain several types of bills, such as credit cards, utilities, rent or mortgage, taxes.
2. Let students determine whether all bills must be paid in full or only in part. How does one decide how much to pay? What is the cost for not paying in full.
2. Assign students to investigate the legal penalty in your state for not paying in full.

*Jana L. Mussemann, Colorado*

1. Invite a representative of a collection agency to come and discuss his/her job or let students visit the office.
2. Let students role play the part of a collection agent about to repossess an item.
3. Discuss the emotional aspects of this situation.

*Joseph Zamlowski, Colorado*

1. Secure copies of sample bills or statements from a wide range of businesses and utilities.
2. Teach the reading of a statement as to format and terminology.

*Raymond C. Angel, Colorado*

1. Let students examine a typical bill for the due date.
2. Have students investigate the possibilities of installment payment of some bills.
3. Invite a speaker from a collection agency to discuss the consequences of failing to meet payments.
4. Assign one or more students to contact the Better Business Bureau regarding overall policies on bill payment.

## TO TEACH ABOUT CREDIT RATINGS

*Daniel A. Phelan, Colorado*

1. Discuss the need for paying bills promptly if one wishes to continue to maintain a good credit rating.
2. Assign students to write to credit departments and ask what their criteria are for approving credit.
3. Let students visit a credit bureau and ask how records are kept and ratings assigned.
4. Discuss some of the problems people have encountered due to faulty credit bureau reporting and talk about issues such as freedom of information and legal ramifications of faulty reporting.

*Sandra Ferraro, Colorado*

1. Invite a speaker from the local credit bureau, a bank, or other financial institution to explain how credit ratings are decided.
2. Take a field trip to a credit bureau. Discuss the cooperation of credit bureaus across the country.

*Kathy Mack, Minnesota*

Ask a representative from the local credit bureau to bring in a sample file, with identification deleted, and explain the operation of the credit bureau.

*Mary Beth Young, Iowa*

1. Using materials available from the Women's Political Caucus, which we taped, groups of juniors and seniors looked at answers to commonly asked questions about establishing credit ratings and about laws regarding credit.
2. Hypothetical situations were developed by teacher and students to evaluate understanding of credit.
3. After ample background work, a representative of a credit agency talked with the group mainly to answer questions and fill in gaps.

*John T. Atkins, North Carolina*

1. Explain to students that careful budgeting usually means a person is able to pay his bills and this will mean a good credit rating..
2. Point out to students that poor credit ratings usually result from poor budgeting.
3. Have students give reports on careful budgeting and how it helps prevent poor credit ratings.
4. Work with the home economics teacher in helping students develop a budget for the home.

*William J. McConnell, Virginia*

1. Discuss with students the reasons for establishing and maintaining a good credit rating. Explain how careful budgeting is necessary to achieve this goal.
2. Encourage students to take a course in accounting or book-keeping.

*Martha H. Fowler, Virginia*

This activity follows introduction of new vocabulary and concepts related to credit and depends upon the level and background of students.

Assign the students the role of lender. Groups of four to six students form boards of directors of lending agencies. Each board is then presented with a series of pairs of applications for loans (personal, car, other) and the task of granting a loan to one applicant only from each pair. The applications must include information on applicants' stability, salary, credit history, and financial commitments. Each board then compares its decision and reasons with the others.

*John T. Atkins, North Carolina*

1. Help students define credit.
2. Ask local merchants to discuss with the class how they deal with customers who have poor credit ratings.
3. Allow students to visit a local bank and discuss credit ratings with bank personnel.

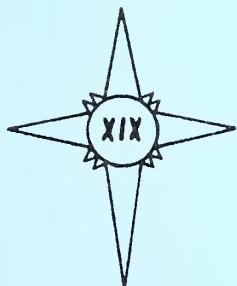
*Stewart Bowden, New York*

1. Point out to students the relationship of good credit rating to responsibility.
2. Have local bank personnel speak to the class concerning good credit rating and trust.
3. Have local merchants visit the class and discuss what poor credit rating of a customer means to the business man.

# Idea Bank

For Teachers

## 3. Banking





## TO TEACH ABOUT CHECKING ACCOUNTS, SAVINGS ACCOUNTS

*Charles B. Boyer, West Virginia*

1. Discuss differences between savings accounts and checking accounts.
2. Role play attempt to withdraw money from savings account by writing a check.
3. After students realize they cannot withdraw money by check, have them complete a withdrawal form.

Materials needed: Checkbook; savings withdrawal forms; savings account book.

*Scott Ensor, Colorado*

1. Show students deposit slips and explain their purpose.
2. Explain lines designated for cash and for checks.
3. Demonstrate computation of net total.
4. Explain entrance of "less cash received" on the deposit slip.
5. Explain computation of total deposit.
6. Instruct students in recording deposits in bankbook, checkbook, other records.
7. Emphasize the importance of the name and the date, and of verifying the accuracy of the deposit total.

Materials needed: Bankbook; pen; checkbook; deposit slips.



*Eileen M. Hayes, Florida*

1. Bring in a checking account statement showing the actual service charge made for account activity. Discuss with students.
2. Bring a savings account passbook showing the actual amount of interest paid to the account for savings, instead of charges for spending. Compare.

Materials needed: Passbook for savings account; bank statement for checking account.

*Scott Ensor, Colorado*

1. Describe value increments in which certificates of deposit can be purchased.
2. Explain differences that can exist from one bank to another.
3. Explain increased interest rates that accompany certificates.
4. Explain the loss of interest when a certificate of deposit is cashed prematurely.
5. Explain the length of time required for maturity of a certificate of deposit.

Materials needed: Interest-rate books; brochures describing certificates of deposit plans.

*Wanda McLain, New Mexico*

1. Have resource people come in from several different places to tell how they handle savings account.
2. Let students go to a bank or to a savings and loan association and go through the process of depositing money in a savings account.
3. Discuss interest and how it is accrued, the penalty involved if money is withdrawn prematurely.

Materials needed: Passbook

*Robert W. Bischoff, Utah*

Students can visit one or more banks to learn how different types of accounts are treated. Each student can be prepared ahead of time to ask concerning a banking procedure. They can learn about charges for checking services and about interest paid on savings accounts.

*Eileen M. Hayes, Florida*

1. Bring a signature card to class in both Braille and print.
2. Have each student complete a signature card.
3. Pass around the room all finished signature cards. Have students compare them.
4. If time permits, have a speaker from the bank explain how the signature card is verified each time a withdrawal is made.

Materials needed: Signature cards from local bank

*Mark Wilbert, Iowa*

1. Invite a banker to visit the school and explain the different interest rates for different size deposits.
2. Have a discussion on the comparison between buying bonds or time certificates, or depositing in a savings account.

*Susan Rowland, Colorado*

Using withdrawal forms, instruct students in characteristics and procedures:

- . Name, date
- . Fill in the amount to be withdrawn in numerals as well as writing the amount in words.
- . Sign the withdrawal slip at bottom right hand corner.
- . Make sure your account number is on the withdrawal form.
- . Present your identification with the withdrawal form.

*Stan Gale, Colorado*

1. Have students open up a savings account at a local bank.
2. Have blind students read passbook with an Optacon.
3. Help students learn the parts of a savings account passbook: withdrawals, deposits, and so on.

Materials needed: Real passbook and list of banking procedures.

*Susan Rowland, Colorado*

Let students shop around to get information on savings accounts.

- . Determine first which bank pays the highest interest.
- . Find out how much is needed to open the account. (There are usually limits.)
- . If there is a charge for too many withdrawals within a certain time period, ask what the bank's policies and procedures are.

Materials needed: Savings account record book; withdrawal and deposit slips; policy and procedure book.

*Ann Jones, New Mexico*

1. Display charts that show how much interest is earned.
2. Give the student samples of problems dealing with earning interest and have them figure the interest.
3. Terms such as annual, semi-annual, quarterly should be discussed and understood.
4. The problems should begin simply, then get more difficult with interest being compounded quarterly, semi-annually and annually.

## TO TEACH HOW TO WRITE A CHECK

*Sid Wharton, Virginia*

1. Demonstrate, using enlarged copies of checks and deposit slips.
2. Have students practice filling out materials. Have other students check for accuracy.
3. Blind students should know how to fill out checks and sign their names. (Obtain a checkwriting guide from the American Foundation for the Blind.)

Materials needed: Blank checks; deposit slips. Check writing guide. Raised line checks are also available.

*Martha H. Fowler, Virginia*

1. Review preskills if necessary.
2. Practice writing a check.
3. When the last item is reached (writing name on check) the teacher emphasizes the purpose of the requirement that a person sign his name cursively rather than printing (insurance against duplication).
4. The students use sample blank checks and fill them out; then, the teacher voids any checks with printed signatures.
5. Have two large demonstration checks made out identically except for the name. One check should be signed; the other should bear a printed name. Students should then attempt to forge each signature and compare with original.

*Kathy Burgess, North Carolina*

1. Each student is given a blank check book.
2. Instruction is given in the correct way to complete a blank check.
3. Each student fills out a check.
4. Corrections, if necessary, are made.
5. The student realizes that numerical and written amounts must be identical.
6. The student realizes that the signature is done last since a check can be lost.

Materials needed: Checkbook; pen

*Wanda McLain, New Mexico*

1. Discuss various parts of a check: signature date, payee, amount; then practice writing checks.
2. Take a field trip to bank and let an employee trace a check through all steps it takes through the system.
3. See if an account can be set up to let students use checks for a certain period of time and set up their own budget.
4. Follow-up with reconciling bank statement

Materials needed: Blank checks.

*Alan Weinstein, Colorado*

1. Bring a check into the class. Simulate a check writing situation where you can set up a purchasing situation. It may be a good idea to use either large print or embossed checks to emphasize the outline.
2. Simulate different situations where a check would be used in different ways. When would you endorse a check? What does that mean? Who can endorse the check? These are questions that can be explored.
3. Let students interview local banking service, store owners, and department stores. What kind of checks do they accept? What kind will they cash?

*Kathy Burgess, North Carolina*

Role play the following situations.

- . A bill, such as notice of overdue library book, is sent to student.
- . Student sends check for payment of fine but fails to sign his signature.
- . Check is returned to student, along with an increased bill for overdue book. (Student realizes that without signing his checks, his bills are not considered to be paid.)
- . Student is given an unsigned check and is asked to cash it at a bank or at the school office

Materials needed: Check-book; bill; pen

*David Kelley, Virginia*

For completing certain assignments or exhibiting certain behavior, we award tokens that purchase free time, food, library time, book reading time.

In order to obtain tokens have students write out checks for them. If not properly done a student does not receive the token, nor the desirable reward.

Materials needed: Checks and tokens.

*Anna Lois Gump, Colorado*

Have some person representing a bank to explain these hazards to the class.

- . If a check is lost, have the bank stop payment. (Someone could fill in any amount of money for cash.)
- . If a check is unsigned, a bill is not paid.
- . Your name is the last thing you sign.

*Dan Phelan, Colorado*

1. Get checks and describe how to write a check, orienting to each line and what it is for.
2. Use check writing guides, optacon or other aids.
3. Teach how to type checks for the blind.

Materials needed: Checks; guides; optacon.

*Kathy Mack, Minnesota*

1. Make stencils, or have some students open their own checking accounts.
2. Have students order stencils from the American Foundation for the Blind.

Materials needed: Kits from local banks.

*Faith Whittle, Colorado*

1. Bring into class different types of checkbooks: pocket size, book size with 3 checks on a page, and large bookkeeping accounts checkbook.
2. Examine the different ways of filling in the date, the number of the check, the amount, and the balance.
3. Discuss the importance of keeping a current, running balance and what will happen if you overdraw your account (effects on credit rating, service charges from bank.).

Materials needed: Different types of checkbooks.

*Anna Lois Gump, Colorado*

1. With blind student, use a practice check book with braille lines. Show them where to place each item (date numerals, numbers, to whom, signature).
2. For partially sighted students, place checkbook under closed circuit television or reader.

*Norman Hanson, Wisconsin*

1. Introduce students to the various check blanks and/or stencils.
2. Practice proper writing skills or learn to seek necessary assistance.
4. Provide instruction in the content of a check and its purpose.

Materials needed: Raised line checks; check stencils; signature stencils.

*Ann Jones, New Mexico*

1. Get samples of signature cards and blank checks from the bank. Have the students sign their names on the signature cards. Then have them practice writing checks. They then can have a bank employee to compare the signatures to see if the bank would accept the check.
2. You might have them write their names in a hurry, or slowly, and methodically, on different days, and see how much the signatures vary and whether the bank can tell hurried signatures from forgeries.

Materials needed: Signature cards; blank checks.

*Robert W. Bischoff, Utah*

Experience and practice in writing and cashing checks can be a class project. Guidelines can be checked off on a check list for writing checks. A bank can be established by the class. Opportunities for learning these operations of a bank can be provided as a customer and bank worker.

*George Sippl, Wisconsin*

1. Let students practice filling out checks.
2. Demonstrate with raised line checks or large print.

Materials needed: Blank checks.

## TO TEACH HOW TO KEEP RECORDS, BALANCE A CHECK BOOK

*Sid Wharton, Virginia*

1. Create a bank for your students in the class. Allow an account to be overdrawn (writing checks for practice). Allow students to react to charges (no forward warning). Explain that account charges vary from bank to bank and from state to state.
2. Visit a local bank and have the cashier explain checking account charges.
3. Have students read and interpret checking account balance sheets and codes. (Braille or large typed)

Materials needed: Blank checks; balance sheets.

*Jack Pitzer, Virginia*

1. Discuss in class the definition of deposit as it applies to banking.
2. After the class has demonstrated that they can apply the concept of depositing money through actually filling out slips, discuss the concept of withdrawing funds consistent with the amount deposited.

Materials needed: Deposit and withdrawal slips.

*Eileen M. Hayes, Florida*

1. We have a special checkbook for checking accounts with a local bank. Students make deposits and will write checks and figure balances. (Vending Stand-Canteen Program). On the last day of the month, when the bank statement is received, students must reconcile balances. Amounts are small, but it shows how easy it is to take out more money than is on deposit.
2. Bring an over-drawn notice from the bank to show the charge for this carelessness.

Materials needed: Check book; bank statement

*Anna Lois Gump, Colorado*

1. Have students practice record keeping. Braille the number of check, to whom the check is made, and the amount of the check.
2. Show students how to subtract to balance and add for deposits for each entry.
3. Explain that when cancelled checks are returned, each one should be compared with the stub entry. (The bank may charge you for overdrawing your account and having a check bounce.)
4. Have students fill out a deposit form and then record it on the ledger.

*Judy Wiepert, Colorado*

Many banks provide blank checks in a kit, along with a check register and deposit slips, to teach a student how to manage a checking account.

1. Help students learn how to keep an accurate record of checks and deposits in braille or large print.
2. Teach them how to sign checks, using a signature card.
3. Let students practice dating checks, using numbers (i.e., 4-22-77) and writing in the amount of the check (i.e., \$7.70).

*Mary Beth Young, Iowa*

1. This activity would be used in conjunction with a budgeting-for-a-month activity. Check student records twice a week to correct errors in math.
2. Let each student check at week's end with checkbook balance to see if their earlier plans for month's budgeting are in line.

*Delaine Strandberg, Colorado*

1. In large print, prepare a bank statement and have students figure their current checking balance (simulated).
2. Let students write checks with given information.
3. Explain how to trace an unwritten amount, by check number, with the bank cashier.

(These I have tried, and they were successful with legally blind students, if checks, columns, and numbers were limited.)

*Susan Rowland, Colorado*

Bring check books and ledgers to class and show students how to

- . list the amount deposited in a bank account
- . be careful to list withdrawals correctly
- . add or subtract when appropriate
- . understand that a once a month service charge is subtracted as well as the cost of printing checks. (These will show on the monthly statement sent by the bank.)

Materials needed: Check books; check ledgers.

## TO TEACH ABOUT CANCELLING CHECKS, VOIDING CHECKS

*Stewart Bowden, New York*

1. Bring in a check and explain how checks are used in place of money.
2. Explain to students that once a check is filled out and signed, on an account, it becomes legal tender.
3. Allow students to make out checks and practice signatures.
4. Point out to students that once a check has gone through the bank and has been canceled, it becomes a non-negotiable instrument.
5. Point out that many banks have braille checking for blind persons.

Materials needed: Blank checks.

*John T. Atkins, North Carolina*

1. Discuss with students that checks can be made void without always calling the bank, by destroying the check or by writing "Void" across the check.
2. Explain that checks that are made void should be listed thus in the ledger of the check book for personal record.
3. Take students to visit the local bank bookkeeping department.

Materials needed: Checks; check ledger.

*Charles B. Boyer, West Virginia*

Role play a situation.

- . Develop a simulated set of canceled checks.
- . Students have used the checks to pay for activities.
- . An overdue bill is sent for a bill that was paid by canceled check.
- . Student takes canceled check to sender to prove bill was paid.

Materials needed: Set of canceled checks, bills.

*Mary Beth Young, Iowa*

1. Find out whether students know what the term "voiding a check" means.
2. Discuss why this may be necessary.
3. Using checks provided show how this is done.
4. Discuss and do the necessary recording of voided check.

*Raymond Angel, Colorado*

1. Explain the purpose of a receipt.
2. Let students compare a receipt and a canceled check.

*Joseph Zamlowski, Colorado*

1. Have students talk with a bank representative on the use of cancelled checks and the legal aspects. (What should you do if you have a cancelled check and a company says you have not paid?)
2. Demonstrate the difference between "voiding" and "cancelling" a check. (Why, when, and how does one void a check?)

*Stewart Bowden, New York*

1. Discuss the fact that once a blank check has been signed, anyone can cash it by simply filling in the necessary items on it.
2. Explain that the way to avoid this, if a check is lost, the bank the check is drawn on should be notified to stop payment on the check.

## TO TEACH ABOUT SECOND PARTY CHECKS

*Max D. Carpenter, Virginia*

1. Explain what a second party check is. Go to a nearby store and ask them whether they cash second party checks and to explain why or why not.
2. Ask a lawyer to discuss the legal responsibilities of accepting a second party check.
3. Ask the teller at the bank whether they accept second party checks.
4. Practice filling in checks.
5. Practice endorsing checks.
6. Discuss what happens when bad checks are given.

*Jana L. Mussemann, Colorado*

1. Explain what a second party check is.
2. Discuss the types of things some merchants ask for when you write a check. Can you provide that information when the check is already made out to you? Why would stores be reluctant to accept these checks?
3. Discuss check cashing cards and how they protect merchants.

*Martha H. Fowler, Virginia*

Introduce a new word, "endorse." Have students locate the word, "endorse," in a dictionary. Ask them to explain the meaning as in the sentence, "endorse this check."

This activity should follow activities involving check writing. It should be followed by activities of actually endorsing a check.

Materials needed: Large type or braille dictionary.

*Max D. Carpenter, Virginia*

1. Ask students to explain what happens when money is stolen.
2. Go to the police station and ask the desk sergeant to tell the students what happens when people report cash as lost or stolen (including the chances of money being recovered).
3. Go to the bank and ask a teller to show the students copies of blank checks and how to fill out a check. Ask her to explain how to open a checking account. Practice.
4. Discuss with students the differences between checking and savings accounts.
5. Explain the differences between a personal check, a certified check, and a traveler's check.

## TO TEACH ABOUT BANK SERVICES

*William J. McConnell, Virginia*

1. Have group discussions on banking procedures.
2. Take the class on a trip to a local bank.
3. Ask a bank representative to explain and define banking procedures.
4. Explain the differences between savings and checking accounts and procedures for withdrawing money from savings and checking accounts.
5. Let students examine a sample check form.
6. Establish a simulated bank account in a classroom setting.
7. Let students write and cash checks with guidance.

*Sid Wharton, Virginia*

1. Discuss services, other than savings and checking accounts, that a bank provides (loans, safety deposit boxes, travelers' checks).
2. Have students independently investigate the services of a local bank.
3. Ask students to find out how a bank makes a profit. What does a bank do with its capital?

## TO TEACH ABOUT SAVINGS AND INTEREST

*Jack Pitzer, Virginia*

1. Have the students canvas the banks in your area to learn the amount of interest paid on different types of savings accounts. After they have determined the amount of interest paid on different accounts, have them make up a class chart.
2. Have each student set up a savings account in one type of account. Have them compute the interest over a one year period of time using fixed monthly deposits of any amount the student wishes.

*Judy Wiepert, Colorado*

1. Let students compare newspaper ads for savings accounts from one bank to another.
2. Compare bank pamphlets telling about savings accounts. (Which bank pays the most interest and has the best offer for your money?)
3. Do the same for checking accounts.
4. Discuss types of services needed for different funds. (What is this money to be used for? monthly bills? emergency fund?)

*Henry J. Tyska, Michigan*

1. Bring in a savings and loan representative to explain his/her institution.
2. Have a class discussion to compare savings and loan associations and banks to learn how they are different and why.

*Dan Phelan, Colorado*

1. Have students compute the amount of interest that will be paid on various savings account.
2. Discuss loans and the need to shop around for loans and interest rates or loans.
3. Let students discuss with bank personnel the advantages and disadvantages of various loans and savings certificates.

Material needed: Banks; passbooks; checks.

*Lynn A. Fleharty, Colorado*

Appoint a group to interview a savings and loan officer. Ask him/her to explain about using money and paying for its use (interest).

*Kathy Mack, Minnesota*

1. Have each student visit a bank, or a savings and loan company, or a credit union to get information about all the different kinds of savings accounts, certificates of deposit and so on, that each institution offers.
2. Also discuss the offering of premiums by financial institutions.

*Henry J. Tyska, Michigan*

1. Bring in a credit union representative to explain his/her institution.
2. Have a class discussion to compare credit unions and banks to learn how they are different and why.

*Donna Jurgensen, Illinois*

1. Discuss the differences between a bank and a savings and loan company.
2. Visit a savings and loan company to find out what services are available.
3. List the reasons one might need the services of a savings and loan company.

TO TEACH ABOUT APPLYING FOR A LOAN

*Scott Ensor, Colorado*

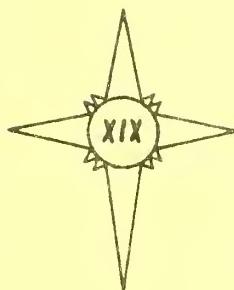
1. Explain and demonstrate the process of applying for a bank loan.
2. Explain selective procedure of coordinating lending institution with need for the loan.
3. Display sample forms to be filled out.
4. Explain interest rates and repayment plans.
5. Explain necessity of collateral or other bank requirements.



# Idea Bank

For Teachers

## 4. Job Behavior





## TO TEACH JOB EXPLORATION

*Mark Wilberg, Iowa*

1. Visit house construction site.
2. Visit heavy construction site.
3. Discuss with a construction worker facts about his job.
4. Discuss with an employer what he expects from his workmen.
5. Discuss pay, hours worked and benefits.

*Robert W. Bischoff, Utah*

1. Have the students in a small class assume the custodial duties at the school under the guidance of the teacher and the custodian. Perhaps the custodian would tell the class through a discussion period about his relationships with the people he must serve.
2. After an introduction to what a plumber does on a job by a plumber have the students take turns in working with a plumber for a day or two.

Materials needed: Custodial nops; vacuum cleaner; dust cloths; wax; polisher; pipe wrenches; pipe; other necessary tools.

*Stan Gale, Colorado*

1. Have students talk to a policeman, bank teller, factory worker and a school teacher about what they have to do in order to be successful at their jobs.
2. Ask an employment counselor to speak to students about responsibilities on the job.

## TO TEACH ABOUT EMPLOYEE-EMPLOYER RELATIONSHIPS

*Joseph Zamłowski, Colorado*

Ask an industrial relations consultant to talk with students about possible pay incentives and criteria; state of the economy and repercussions; and union philosophy on raises.

*Eileen M. Hayes, Florida*

1. Read aloud to students newspaper accounts of specific incidents where a very popular person has been fired from an important job, and then read aloud other publications advocating his re-hiring. Compare the reasons given by both parties on the firing. Discussion is great!
2. Listen to a radio news report in the classroom. (Select a situation similar to the one above.) This helps both the blind and the partially sighted.

*Eileen M. Hayes, Florida*

1. Bring to class actual pay scale charts for city, county, state, and federal governments. Make a braille copy of each and let students actually see how a worker's wage can be regulated and may not be raised until the expiration of a certain time, the additional educational requirements completed, and evaluations completed.
2. Examine with students the pay scale charts of various companies.
3. Use the school salary schedule to show how even the teacher cannot get a raise until all of the requirements have been met.

*Dan Phelan, Colorado*

1. Discuss the positive as opposed to the negative aspects of being the boss or the supervisor or a middle level employee, and so on.
2. Talk about ways to deal with frustrations of various jobs, outlets for frustration.
3. Role play different job levels. Then ask people who are actually in these positions to discuss the advantages and disadvantages of being at a particular level.

*Mary Beth Young, Iowa*

1. Work inspection could be discussed following a visit to a work area in which the workers are building or assembling. Point up importance of task's being completed correctly.
2. Ask, "Why is this important? Do you do any tasks now which require a correct product?"
3. Make a tape recording of a masonry inspector telling the importance of correctly completing each task, however small. (Building longevity requires it.)

*Dan Walkowski, Indiana*

1. Have a class discussion on the following statements.
  - . When the teacher is grading papers or inspecting students' work, grades are not based upon likes or dislikes but upon quality of work.
  - . If a judgement on projects is made in the classroom, it is based upon the quality of work demonstrated and not upon the dislikes or likes of the judge (teacher in this case).
2. Role play the situation above.

## TO TEACH ABOUT PUNCTUALITY

*Kathy Mack, Minnesota*

1. Set up assembly line activity with division of labor.
2. Pull out one person at a time and show how the work piles up.
3. Have students cooperate on writing a report, but make sure one part does not get handed back on time.

*Susan Rowland, Colorado*

Discuss in class

- . It is essential to be on time when arriving on the job.
- . You should make it a habit now to be on time wherever you go.
- . Fellow employees will begin to resent you if they are on time and you get away with tardiness.
- . Employers will notice too.

Materials needed: A watch

*Delaine Strandberg, Colorado*

1. Students will estimate how long activities and total reading tasks take.
2. Students will time log activities of getting ready individually: i.e., getting pencil, putting away equipment.
3. Add times together and compare with estimate.
4. Time students at individual tasks and challenge them on doing them faster.
5. Compare estimates, record times, and reward improvements on chart with stars or rewards.
6. With or without intervening activity, have student guess time passed.

Materials needed: Stop watch; brailler; braille paper or felt pen for chart.

*Alan Weinstein, Colorado*

1. There are many situations where people depend upon you on the job. The other workers may not be able to function. You may wish to create a simulation of this type of situation.
2. Say that some people may take it very personally if you come in late. If the employee wants to be liked, this may influence how people feel about you.
3. Explain that the consequences of coming in late may be loss of pay or losing one's job.

*Deborah Chapin, North Carolina*

1. Discuss the importance of coming to work on time. Try to get students to look at this from an employer's point of view. (If you hire someone to do a job, would you expect him to be on time? What might happen if one employee were always late? Could this affect the work of the other employees? If a man on an assembly line held everyone else up because he was late, what would you do if you were the boss? Talk to him? Dock his pay? Finally discharge him?)
2. Set up a role playing situation with students taking turns as boss and as a late employee.

*Martha H. Fowler, Virginia*

1. The teacher "hires" the class members for the "job" of student. The first rule is being on time for class. Whenever a student is late for class 3 times he is "fired" (made to stay after school an additional period).
2. Following a field trip to a manufacturing plant where several levels of workers have been observed, discuss the interrelatedness of these people, especially the worker with his supervisor and they with their boss.
3. Present a situation to each student "boss", in which the line worker is habitually late and must make up his time after work hours. Note that although the worker gets the same money, his supervisor must stay late to work with him, costing the company overtime pay for the supervisor. What does the student "boss" do?

## TO TEACH ABOUT APPROPRIATE DRESS

*Jack B. Jacobs, Colorado*

Have a class discussion on appropriate wardrobe for work situations:

- . The type of job (blue collar or white collar).
- . Job status.
- . Duties on the job.
- . Safety regulations.
- . Footwear. Will I be on my feet? Will I work indoors or outdoors

Materials needed: Pictures of workers on many different jobs.

*Dan Phelan, Colorado*

1. Have a person from a clothing store discuss what various people buy to wear to work.
2. Make a survey of what jobs require uniforms in the area.
3. Discuss how to find out which clothes people are wearing to work and how to know when styles change.

TO TEACH TELEPHONE MANNERS

*Susan Rowland, Colorado*

- Discuss:
- . When answering the telephone for the company, you are representing them.
  - . Be courteous, helpful, and friendly.
  - . Try not to let the telephone ring too long. The caller may think no one cares.

## TO TEACH "AN HONEST DAY'S WORK FOR A DAY'S PAY"

*Susan Rowland, Colorado*

Ask an employer to discuss the following ideas with the class.

- . Personal telephone calls should be limited to scheduled breaks.
- . Combing hair or putting on lipstick needs to be done during scheduled breaks.
- . Too much time spent talking about one's personal life disrupts work and is offensive to fellow employees.

*Henry J. Tyska, Michigan*

1. Describe two workers, one with a good attitude, honest, and conscious of "what's good for the company is good for the worker," and one with a poor attitude, dishonest, and short sighted as to his role in the company.
2. Compare their effect upon their supervisors as to their own job advancement.

*Donna Jurgensen, Illinois*

1. Explain that if you are engaged in an activity, when you finish you should go on to something else by asking a supervisor what to do or by helping a fellow worker.
2. Ask, 'Should you just learn how to "look busy" if you have only a few minutes left?'

*Charles B. Boyer, Virginia*

1. Conduct a group discussion on the importance of meeting job duties and responsibilities.
2. Role play some job situations.
3. Have an employer come in and talk with the students about job duties and responsibilities.
4. Have a question and answer session with an employer.
5. Assign students actual jobs with pay and help them evaluate their work.

Materials needed: Demonstration materials concerning jobs.

## TO TEACH THE IMPORTANCE OF COMMUNICATION

*William J. McConnell, Virginia*

Ask students' opinions on the following. Discuss.

- . New jobs provide opportunities for improvement and advancement.
- . Complete plans and job descriptions should be made in advance.
- . After materials and personnel have been secured, skills may be reviewed, especially for new jobs.
- . Research may be necessary before and after the job begins.
- . Asking questions and seeking assistance will enable one to do a better job both now and in the future.

*Robert Caron, Colorado*

1. Present unclear instructions for an activity.
2. Evaluate the activity.
3. Discuss requests for clarification.
4. Present a new activity with unclear instructions.
5. Practice clarification techniques.
6. Finish second activity.

*Mary Beth Young, Iowa*

1. Discuss kinds of communication common to most jobs. Be as specific as the group desires.
2. Begin to develop the idea of appropriate lines of communication. If a group has difficulty getting into an area specific enough to deal with, take an idea and pose a hypothetical situation.
3. Weave hypothetical situation (see above) discussing who needs to hear about the problem and why.

*Kathy Burgess, Virginia*

1. Have a class discussion on appropriate job behavior.
2. Role play job situations where students cannot ask for help. Discuss the results.
3. Role play job situations where students can ask for help and compare results with activity above.
4. Actual job experiences may be set up through the work experience program.

Materials needed: Demonstration materials for role playing activities (teacher's choice).

*Sandra Ferraro, Colorado*

1. Give the student a vague instruction, "Put the book over there." He must ask good questions in order to complete the activity.
2. Discuss a general job category (secretary). List duties which might be part of that job (making coffee, answering boss's mail). If the students have a general idea of job duties, they will know the questions to ask to determine specific duties.

*Norman J. Hanson, Wisconsin*

1. Teach students to seek supervisor assistance when needed. This can be accomplished by instructing the student to ask questions during the initial training period to fully understand the work assignment and to seek fellow employee assistance when appropriate. Explain to students the responsibilities of a supervisor as they differ from the responsibilities of an employee.
2. Have supervisor(s) talk to the students on their view of supervisor and employee roles.

*Eileen M. Hayes, Florida*

1. Show the class a simple mistake in cutting a special design out of construction paper.
2. Show that this error must end the attempt to complete the job. (There is no way that piece will fit.)
3. Student must ask "the boss" for more material to cut the design again!
4. Compare above simple task with a real job duty. Explain how failure to tell the boss might result in an incomplete task.

*Jack Pitzer, Virginia*

Divide the class into four groups. Each group has the same task. Group A gets no directions; group B gets minimal directions; Group C gets good directions but neither of the 3 groups can ask questions. Group D gets the same directions as C but may ask the boss (teacher) questions. The four groups are to compare efficiency, production, and morale and tell what they thought about the different situations.

*Martha Fowler, Virginia*

Demonstrate the value of communicating with fellow employees and with the boss.

- . . Divide the class into four groups each having a "boss".
- . Each person is dealt a card.
- . The aim is to discover the sequence of the cards.
- . Group A's boss may deal a 2, 4, 6, or 8, one card to each member but no one is permitted to communicate.
- . Group B members may communicate with the person on the right, but only one member may communicate with the boss.
- . Group C members may communicate only with the boss.
- . Group D members may communicate freely.
- . After the groups have attempted to sequence the cards, they discuss which process was easiest. (The group which is permitted to involve the most people will almost always win.)

*Kathy Burgess, Virginia*

1. Discuss the importance of listening carefully and following directions.
2. Assign tasks to be performed by individual students, give directions, and see the results when students complete their tasks without asking questions.
3. Repeat, progressing from simple to complex directions.

## TO TEACH ABOUT CONFIDENTIALITY

*Sandra Ferraro, Colorado*

1. Describe a recent development by a company (a talking calculator, for example). Include facts, opinions, information about competing companies, ideas for future developments. Discuss which parts of the report an employee could discuss, with whom, and why it could or could not be discussed.
2. Discuss confidentiality with a government employee, various rules and regulations.

## TO TEACH ORGANIZATION AND COOPERATION

*Raymond Angel, Colorado*

1. Have a general discussion on working relationships.
2. Discuss this with people who work.
3. Get students involved in group activities where cooperation is necessary to complete task.
4. Explain the necessity of showing initiative in gaining promotions.
5. Consider the time needed for task preparation and cleanup.

*Faith Whittle, Colorado*

1. Set-up an assembly line production making a simple product such as a bird feeder.
2. Each student has one job to do and as each piece fits on the other, each depends on the other.

Materials needed: Whatever materials needed for the project decided upon.

*Kathy Mack, Minnesota*

1. Set up role playing situations in which one student does a good paper and one does a poor one. Have another student rate their work.
2. Have students work in groups. Play cooperation game in which students must put together puzzle without talking; in some groups have one person be leader.

Materials needed: Cooperation game.

*Faith Whittle, Colorado*

1. Assign students by pairs to work on a project, such as putting up a bulletin board display, which necessitates cooperation.
2. Stress the importance of compromise at decision points in working.

*Robert W. Bischoff, Utah*

1. Visit a modular home factory. After a tour, let each student perform as an assistant in a different job operation. A student might do this for an hour or even a whole working day.
2. Have students work on a job as a stock boy in a store for one week. They could assist the regular help as their normal duties require.

Materials needed: Tools as needed on a specific job operation.

*David C. Kelley, Virginia*

1. Demonstrate assembly line procedure:
  - . Each student has a place in the line.
  - . Each has a specific size ring or doughnut shaped object.
  - . The size goes from large to small to form a pyramid, on a pole. (Serial stacker).
  - . If a ring is out of place, it is obvious and correctable.
  - . Pass the stacking pole down the line to receive the rings.
2. To reduce mistakes, use a timer. Mistakes must be corrected by returning to the point of error and finishing the line again. End when a pyramid is completed and correct.

*Sid Wharton, Virginia*

1. Group students and have them work on a class project. Instruct one student to obstruct the work without the other students' knowledge. After a period of time, have students react to the situation. How should they have dealt with it?
2. Discuss several types of job situations and ask students how they would deal with them.
3. Design a task that class members will need help in completing. Instruct the class that the teacher may not aid in this project. Where do they go for help?

*Charles R. Ruffino, New York*

1. Set up a role playing situation with the teacher as the fellow worker who is not performing his job.
2. Discuss the feelings other workers have and how the working environment will be affected.
3. Use a coffee break or relaxed information time to discuss a fellow worker who may have such a problem.
4. Try to establish importance of a fair working condition. Show that productivity depends upon all persons cooperating.

*Mark Wilberg, Iowa*

1. Students produce a small product that requires several steps to assemble.
2. Visit several assembly lines. One would be in a large factory and one in a small factory.
3. Discussions on employee behavior on the assembly line visited.
4. Discussion of pay, hours worked, and benefits.

*Erskine Miller, Indiana*

1. The teacher may divide the class into work or reading groups and appoint one as a leader.
2. Class projects may be assigned through formation of class committees.

Materials needed: Various brochures dealing with the above.

*Scott Ensor, Colorado*

1. Stress importance of accuracy over speed.
2. Have students consider qualities necessary for performing work accurately.
3. Emphasize importance of researching matters of which you are uncertain.
4. Develop systems of organization for records, books, mail, papers, and so on.
5. Stress importance of developing skills in grammar, word usage, and spelling.

*Delaine M. Strandberg, Colorado*

1. Students will classify the contents of a secretary's, teacher's, or a worker's desk. Using a sorter or rubber maid organizer, a student will put articles away.
2. Discuss what the tools are used for.
3. Students can sort, by size or number, such articles as fishing weight, tackle, beads, or chips, by placing in fishing boxes, divided boxes, or tool boxes.

Materials needed: Contents of drawers. Rubbermaid organizer. Tackle box. Tool box.

*William J. McConnell, Virginia*

Discuss the following ideas with students.

- . Whenever any job has been assigned and/or accepted a job description should be prepared.
- . Material, supplies and tools or equipment should be obtained.
- . When it is determined that these are not available plans must be made to obtain them before beginning the job.
- . If other persons are needed they should be contacted in advance so as to get the best qualified ones.
- . Consult people who have done this type of work.

## TO TEACH ABOUT MENTAL AND EMOTIONAL HEALTH

*Jan Rae Caron, Colorado*

1. Use role playing for simulated line production of a tinker toy helicopter. Emphasize quality control.
2. Consider possible sources of criticism. Give examples.
3. Carry out a brief experiment in which all brown eyed students receive negative reinforcement and all blue eyed students positive reinforcement. Discuss feelings.
4. Reverse above experiment. Discuss.

*Delaine Strandberg, Colorado*

1. Students will discuss what they think other people criticize about them.
2. Students discuss: "No one hurts us, but we hurt ourselves by what we say to ourselves." Give examples: "I am horrible because I forget things."
3. Use cartoons, such as "Doomsday" and "Poor little me" and have students match the cartoon title with what they are saying to themselves.
4. Students discuss that they could say other things to themselves: "If he criticizes, complains about my work, it does not mean I am a bad or stupid person."
5. Students write an account of a personal experience and write what they said to themselves, then what they could have said instead,

*Anna Lois Gump, Colorado*

Invite an employer to talk about these ideas.

- . Sometimes when you disagree with a fellow worker you both give in a little.
- . It is all right to feel angry at a fellow worker, but try to work out your problems together.
- . The people you work with need not be your friends.
- . You may lose your job for not getting along with fellow workers.
- . A boss can put you in charge of fellow workers.

*Kathy Mack, Minnesota*

1. Develop situations involving arguments between employees about who gets credit for work done, one employee leaving a mess for others to clean up, one person always taking up collections for something.
2. Have students role play, with different students playing supervisor, workers.

*Alan Weinstein, Colorado*

1. Explain some of the psychological consequences of keeping a lot of emotions in. Use a psychologist or other professional to do a sociodrama in the class.
2. Let students tell how they felt when they kept their feelings inside. Did it affect their interpersonal relationships or their work performance?
3. Explain that it is all right to have angry feelings, and that people often appreciate knowing how you feel.

*Ann Jones, New Mexico*

1. Establish minimum standards of accepting instructions and criticisms with good grace, pleasant interchange of greetings, acceptable eating habits, no extremes of shyness or aggressiveness, through (1) ample counseling, (2) discussions, and (3) practice in role playing.
2. You may also wish to ask a manager of an opportunity center or of a sheltered workshop to speak to the group.

*Robert W. Bischoff, Utah*

Sex education should be a part of this domain as it affects interpersonal relationships to the extent that job opportunities may be lost due to improper hygiene or inappropriate behavior. Class discussion, models, and instructional materials should be used so that the student can fully understand this aspect of life.

*George Sipple, Wisconsin*

1. Use role playing for appropriate expression of strong feelings.
2. Provide some assertiveness training.
3. Ask a psychologist to lead a group discussion on anger.
4. Let students do some research on anxiety.
5. Simulate assembly line and/or sheltered workshop situations.

*John T. Atkins and Stewart Bowden, North Carolina*

1. Have several class discussions.
  - . Stress the importance of being able to work with others.
  - . Indicate the advantage of being able to discuss job related problems with fellow workers.
  - . Point out the difference between honest disagreement and disagreeing for the sake of disagreeing.
  - . Stress how a positive attitude toward fellow workers often leads to a better working relationship.
2. Role play being able to get along with fellow workers.

*Wanda McLain, New Mexico*

1. Go over job descriptions, select five, and let people who are knowledgeable in each field come in to discuss and answer questions.
2. Role play the first day on the job.
3. Act out a disagreement between employees or between the employer and an employee and find ways to solve the problem in each case.
4. Ask, "How can you make sure of proper behavior on the job as to dress, language, and so on?"

*Deborah Chapin, North Carolina*

1. Discuss the importance of getting along with fellow workers: How much work gets done if people are fighting? If you had several people working for you and they were always fighting, what would you do? Would you feel that they were earning their pay? Should the boss talk to employees about this type of problem? What might the boss have to do if the employees did not stop fighting? Do you think you could be fired for fighting with fellow workers?
2. Relate the above questions to a familiar setting: If one of your classmates is always fighting, does it keep you from studying and learning? What does your teacher do? What would you do if you were the teacher?
3. Role play quarreling employees and the boss.

## TO TEACH ABOUT INITIATIVE

*F. D. McEachern, North Carolina*

I ask the CETA workers who are students to relate to their classmates what they have learned about responsibility and initiative on the job.

*Lynn A. Flehardt, Colorado*

1. Develop simulated work situations to point up the value of initiative.
2. Study and research job descriptions.
3. Spend a day with a supervisor to find the importance of independent work.
4. Use simulated work to point out the value of quality and quantity as related to efficiency
5. Plan pre-vocational work tasks to develop speed for competency and to maintain accuracy.

*Jack Jacobs, Florida*

1. Have the class discuss:

- . Some jobs require verbal interaction, others do not.  
Know when to express your ideas.
- . You need to have a full understanding of what your personal responsibilities are.
- . One must learn not to step out of bounds.

2. Role play various situations.

## TO TEACH ABOUT SAFETY ON THE JOB

*Ann Jones, New Mexico*

Students can make charts listing possible safety hazards in different jobs, for example, cleaning and caring for hot grills and grease bins in restaurants; handling bleach and cleaning solvents in a laundry; moving tractors and heavy machinery in industries.

*Wanda McLain, New Mexico*

1. Role play a situation in which a worker must inform proper people of unsafe working conditions.
2. Have someone associated with a labor union to discuss importance of working conditions.
3. Ask several different employers to come and discuss fringe benefits of their company such as insurance, pay raises, and so on.

*Charles B. Boyer, Virginia*

1. Discuss the importance of job safety, Discuss OSHA (Office of Safety and Health Administration).
2. Describe a job situation and let the students identify any unsafe conditions.
3. Have a group discussion about why unsafe conditions should be reported.
4. Relate these to vocational shops.
5. Set up a simulated job situation with unsafe conditions.  
Let the students identify them.

Materials needed: OSHA Handbook; handbook on safety.

TO TEACH ABOUT LABOR UNIONS

*Mark Wilberg, Iowa*

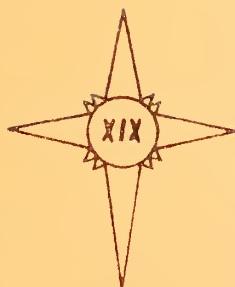
1. Visit a union hall.
2. Presentation to the class by a union member.
3. Presentation to the class by a union business manager.
4. Talk with a lawyer on the employee's legal rights to belong or not to belong to a union.



# Idea Bank

For Teachers

## 5. Job Search Skills





## TO TEACH THE USE OF THE NEWSPAPER TO FIND JOBS

*F. D. McEachern, North Carolina*

1. Obtain newspapers to allow students to find the want ads and look at job listings.
2. Role play a contact at the job site to inquire about job information.
3. One may ask the employment agency to send information to the school, and also to set up a program for testing, perhaps the General Ability Test Battery and an interest inventory.

*Dan Walkowski, Indiana*

The use of newspapers in any classroom activity is a very useful aid for locating as well as for placing ads in the paper.

1. Provide a newspaper for every student who can read want ads with the use of low vision aids.
2. Discuss the way some of the position wanted ads are worded.
3. Point out the necessity of knowing the contractions that are used in the want ad section.
4. Practice the use of proper vocabulary to describe the skills or talents that students possess.

Materials needed: Newspapers; yellow pages of the telephone directory.



## TO TEACH ABOUT EMPLOYMENT AGENCIES

*Charles B. Boyer, Virginia*

1. Have students conduct a survey of agencies providing job opportunities.
2. Have a person come in and talk about private agencies.
3. Have a representative come in from a public agency and talk to the students.
4. Take a field trip to a local public employment agency and see how the agency operates.
5. Have a student go to a local public employment agency and apply for a job.
6. Have another student go to a private agency.

*Joseph Zamlowski, Colorado*

Interview both a private and a public employment agency and ask where they get their funds for operating.

*Charles R. Ruffino, New York*

1. Group activity: Let one group of students call the state employment agency (SEA) for specific information on available jobs and report back to the class.
2. Prepare a bulletin board.
3. Role playing: Let three groups have roles as
  - . state office based on above information
  - . job seekers applying to the SEA
  - . employees, hired through the SEA, discussing the process
4. Invite a speaker from the SEA to talk to the class.
5. Take the class on a tour to see the operation of the SEA.

## TO TEACH ABOUT APPLICATIONS

*Helen Nahm, Colorado*

1. Have students research various resume formats.
2. Discuss how some may be better for certain individuals in that they focus on specific selling points for that person.
3. Have each student write up a personal resume and exchange with others for suggestions.
4. Ask a resource person, preferably someone in personnel work, to discuss the personal resumes individually.
5. Put the skill to use.

Materials needed: Paper; pen/pencil; reference books on resume formats.

*William J. McConnell, Virginia*

1. Help students practice seeking a job, providing basic information neatly and systematically organized. This should include the name first at the top of the card or paper, followed by the address, telephone number, training experiences, present and former employers, and references.
2. Let students talk with teachers, other students, and representatives in the areas of their employment interests.

Materials needed: Newspaper; telephone directories.

*Erskine Miller, Indiana*

1. Assemble various job application forms.
2. Discuss common characteristics in class.
3. Involve students in analyzing the similarity of questions on job application forms.

Materials needed: Collection of job application forms from various businesses.

*George Sippl, Wisconsin*

1. Get a personnel specialist to discuss significance of job applications.
2. Provide practice exercises in filling out applications.

Materials needed: Blank application forms

*Dan Valkowski, Indiana*

1. In class ask the students what is meant by references on a job application forms.
2. Point out that every application form does insist on references.
3. Insist that students include on their job application forms only those people whose permission they have asked. Permission must be obtained.

*Martha Fowler, Virginia*

The teacher announces that interviews will be held for the position of homework collector who is paid by being given some privilege, such as being first in line for lunch. Each student is given an application which has space for personal data and background information as well as space for specific information regarding attitudes toward school work (which is related directly to job success). A job description is then presented and those who wish to apply complete the form. A discussion should follow, describing the attributes desired. The field of applicants is screened and a decision made. There are possibilities here for discussion of many important issues.

(This activity should follow an activity demonstrating how to fill out an application.)

*Robert W. Bischoff, Utah*

1. Let the students visit several places of employment and obtain application forms. Returning to the school or class, they may fill out these applications giving the necessary information. A second visit to the place of employment may be planned to return the completed forms and answer questions as to the type of job they are seeking.
2. Plan a mock job interview in class with a visiting personnel person. Advance preparation can be done with a preliminary role playing situation.

Materials needed: Application forms

*F. D. McEachern, North Carolina*

1. Introduce students to job application forms. Adapt them for the visually impaired.
2. Through role playing provide opportunity for students to apply for real jobs.
3. Have student applications reviewed by appropriate staff.
4. Allow students to visit a personnel officer or an employment agency.

Materials needed: Applications in large type and braille forms.

*Helen Nahm, Colorado*

1. Acquire various job applications and, in group discussion, note the similarities.
2. Invite a resource person (personnel director) to explain each component of the application and how it should be interpreted and responded to.
3. Discuss the mechanics: typed, if possible, very neat, and accurate.
4. Practice filling out applications and exchange in small groups for suggestions.
5. Put the skill to use for an after school job.
6. Various jobs within the school itself should require that the student proceed through a standard job search procedure: the search for an opening, resume, application, interview.

Materials needed: Job application forms; pen/pencil.

*Delaine Strandberg, Colorado*

1. Each student may compose the first draft, or use a form letter as an example, to write a letter of inquiry. Review openings, clarity of purpose, thinking, business letter format, and so on.
2. Ask students: Whom would you send it to? What position in the management sector would you speak to for the opening?
3. Introduce students to the reference librarian and the references that can be used for addresses.
4. Let students mail their inquiries, explaining that the information is for a class.

*Raymond Angel, Colorado*

Let students practice filling out application forms.

*Kathy Mack, Minnesota*

1. Ask several local companies for samples of their application forms.
2. In a class discussion, compare the questions asked on the form. Discuss why some questions are asked by the employer (things such as do you have a car? how much are you willing to drive? have you been arrested? do you have any disabilities?). Discuss which questions must be answered and when to leave these blank.

*Faith Whittle, Colorado*

1. Bring in several sample applications.
2. Help students fill in the applications.
3. Discuss the importance of honesty, typing applications, use of references and the importance of asking someone to be a reference before putting his/her name on a application.

Materials needed: Applications.

*Lynn A. Flehardt, Colorado*

Have an employer explain the purpose of job records and let students practice filling them out.

*Delaine Strandberg, Colorado*

1. Visit Public Employment.
  - . Discuss the process of filing for employment, why it takes time, and why one has paper work.
2. Discuss the role of the employment counselor.

*Joseph Zamrowski, Colorado*

Explain to students that, especially for a first job situation, a potential applicant should list every possible past position or work experience so that he is given full consideration.

## TO TEACH ABOUT RESUMES

*Charles B. Boyer, Virginia*

1. Discuss writing resumes, and the importance of listing work experiences.
2. Develop some resumes listing work experiences.
3. Role play interviews and discuss how the lists of jobs are related.
4. Have each student develop a personal resume listing work experiences (simulated) and have an employer interview each student.

*Raymond Angel, Colorado*

Emphasize the necessity of gaining a wide variety of experience in volunteer service or in other work.

*Jan Rae Caron, Colorado*

1. Present the four basic resume styles, plus an original design.
2. Present the importance of format and style.
3. Evaluate original resumes.
4. Role play an interviewer going over a resume with a job applicant, and a panel of resume reviewers selecting a candidate from resumes only.

Materials needed: Sample resumes.

*Donna Jurgensen, Illinois*

1. Have a class discussion of what background information is necessary for a potential employer to know about the student.
2. Help students comprise a list of items of information which should be included in a resume.
3. Discuss when it is appropriate to send a resume and when a letter of introduction.
4. Help students be aware of how not to qualify oneself out of a job.
5. Ask students to evaluate several poorly written resumes.
6. Cooperatively prepare an outline which students can follow and keep.
7. Emphasize that students should keep their resume updated and have in an accessible place the information which is needed for job applications.

*Kathy Mack, Minnesota*

1. In a class discussion have students brainstorm about their talents, skills, and experiences that might be included in a resume. Focus their attention on things other than actual paid work.
2. In a typing class, students could practice setting up and typing resumes. They should also know how to run a coin operated copy machine, so a field trip should be planned to a library, or other facility, to see a copy machine.

*Gloria Wiley, Colorado*

1. Have a class discussion on
  - . vocabulary: references, resume
  - . neatness, sentence structure, grammar
  - . self evaluation: how to represent oneself
2. Give students a sample resume. Using this as a pattern, they can write their own.
3. Practice filling out job applications.

*Scott Ensor, Colorado*

1. Emphasize the necessity of limiting a resume to about one page.
2. Discuss features to be included that are selling points, such as education, experience, and so on.
3. Discuss the order in which these entries should be presented.
4. Discuss matters that are attractive and that are relevant to a particular job.
5. Demonstrate the procedure for writing a cover letter.
6. Discuss mailing.

## TO TEACH ABOUT APPRENTICESHIPS AND VOLUNTEER SERVICE

*Henry J. Tyska, Michigan*

1. Ask students to list extra-curricular activities, hobbies (scouting, choir, young adults club, bowling, horseback riding, cross country skiing, yearbook, student government, chess club, and so on).
2. Discuss personal benefits accruing from the above (leadership, self-confidence, socialization, attitude and interest towards life, and so on).
3. Bring in students or adults from these areas and have them bring in their collections, or go on field trips to livery stables, or have these people explain why they do what they do.

*Erskine Miller and Dan Walkowski, Indiana*

1. Go into American History.
2. Learn of apprenticeships served by historical figures (Ben Franklin, for example).

Materials needed: Reference reading materials in economics classes.

*Raymond Angel, Colorado*

1. Discuss employer training programs, inservice training, federal reimbursements for training.
2. Visit personnel offices to discover philosophies on training.

*Henry J. Tyska, Michigan*

1. Have students list volunteer activities for school, hospital, church, community, and so on.
2. Let students try to find or open up new volunteer activities.
3. Help class members list skills and attitudes to be gained from these and also their potential as a job exploratory tool.
4. Encourage students to enroll in a volunteer program.
5. Bring in volunteers to discuss what they do and why they do it.

## TO TEACH USE OF THE TELEPHONE

*Jack Pitzer, Virginia*

Use two-way telephones in class. Have the class divide into pairs, one person playing the role of boss, the other the role of potential employee. Have the employee ask the boss questions pertaining to the job. Have the rest of the class critique the skills of the employee in his telephone skills.

*Deborah Chapin, North Carolina*

Role play this situation. (You can get teletrainer telephones from the telephone company.)

Identify yourself. If you know the name of the employer, ask for him by name. If you don't know the name, ask for the personnel director. Tell your name and the reason you're calling. Be polite; do not chew gum. Ask if you can make an appointment for an interview. If they tell you the job has already been filled, you may ask for an appointment anyway so that they can see you and keep you in mind for future jobs.

*Jack Jacobs, Florida*

1. Through class discussion bring out the following points.
  - . when to call
  - . how to introduce yourself properly
  - . how to reach a personnel director
  - . how to ask for an application for a specific job title
  - . to be sure of one's speech pattern
  - . to be concise and to the point without wasting time
  - . to be prepared to write down all important information
  - . to have questions written down (Q: May I have an appointment?)
2. Use a practice telephone and have students role play calling and going through the various steps.

*Gloria Wiley, Colorado*

1. Discuss possible problems which may arise.
2. Point out good telephone etiquette.
3. List information which one must be prepared to give.
4. Use role playing.
5. Have employers talk to students about what they look for during an interview.

*Mark Wilberg, Iowa*

1. Have a presentation by the instructor to emphasize speaking clearly and slowly, giving one's name, identifying the position being applied for. What information does one ask for, and when is using the telephone appropriate?
2. Let students practice applying for a job on a telephone using other students as the employer.
3. Request a presentation by a personnel director.
4. Let students apply for a job at the school.

## TO TEACH ABOUT JOB INTERVIEWS

*Ann Jones, New Mexico*

1. Review good grooming
  - . shoes shined
  - . hair care (appropriate length and clean)
  - . fingernails manicured
  - . clothes clean and pressed
  - . teeth brushed
  - . deodorant used after bath
2. Invite a beautician to speak to the class and demonstrate hair styling.

*Eileen M. Hayes, Florida*

1. Hire a student for a job. Give no information except, "Be in the room at 3:30 ready for work."
2. When student arrives, have a very disagreeable task ready. Tape his/her verbal reactions to your instructions.
3. Play the tape next day to the class. Point out the importance of asking questions in a job interview.
4. An alternative situation may be to hire a student and then pay much below the minimum wage. Tape his verbal reactions on pay day.

*Sandra Ferraro, Colorado*

1. Have several students dress in various styles: jeans, casual outfit, suit.
2. Let other students give their general first impression of each student, negative or positive. Would they consider hiring the student? How do they think they will react to the person during the interview? Do they think the style of dress (all should be dressed neatly) would influence the interviewer's opinion?

*Susan Rowland, Colorado*

Through a series of class discussions teach students principles of the job interview.

- . Find out as much as possible about the firm or business before interview.
- . Be punctual or early.
- . Do not sit down until asked to do so by the interviewer.
- . Do not sell yourself short.
- . Have a list of questions ready to ask. Make it a give and take communication.
- . Have resume ready to hand in with application.

*Eileen M. Hayes, Florida*

For sighted students, let one person demonstrate gum chewing to the class. It is obvious how distorted the face is. For the blind, permit them to feel the jaw movement and the facial features during gum chewing activity. This demonstration alone tells the job applicant how inappropriate this is during the interview. (Popping the gum or making slurping noises will also help to convey the unpleasantness of such behavior during an interview.)

Materials needed: Bubble gum.

*Ann Jones, New Mexico*

Set up examples of different type job interviews and have students role play. Include proper greetings, how to describe your own skills, exclusion of off-color remarks and profane language.

*Lynn A. Fleharty, Colorado*

Video tape role playing of students in job interviews. Discuss what was wrong, what was right, and why.

*Robert Caron, Colorado*

1. Discuss job types, job duties, appropriate dress for those duties.
2. Discuss the importance of being appropriately dressed for a particular job during interview.
3. Stress: good grooming; avoiding over dressing; cleanliness.
4. Role play interviews.
5. Invite guest speakers from different occupations.
6. Game: Present a list of 5 to 10 jobs. Have 5 to 10 students present themselves in varying dress. Class will then guess occupation that costumed student is applying for.

*Norman J. Hanson, Wisconsin*

1. Through role playing, emphasize physical posture and mannerisms. Eliminate nervous behaviors.
2. Explain what is appropriate dress. Differentiate between mod/fad attire and suitable dress expected by interviewer.
3. Have practice and instruction of the handshake on individual basis.

*Mark Wilberg, Iowa*

1. Have a discussion: different dress is appropriate for applying for different jobs.
2. Assign some students to talk with the boss of a construction crew.
3. Assign others to talk with a white collar employer.
4. Students will be assigned to apply for different jobs and must come to school dressed to apply for those jobs.

*Kathy Mack, Minnesota*

Have each student interview someone in the school such as the secretary, the janitor, and so on, for a job as an aide.

*Faith Whittle, Colorado*

1. Simulate an interviewing situation.
2. Ask students to come properly dressed and prepared for an interview.
3. Give students a description of the job first so that they can be prepared with questions.
4. Perhaps have a personnel director of a nearby company to come in and actually do the interviewing.
5. It is also possible to set up mock interviews by having the students actually go to the business.

*Mary Beth Young, Iowa*

Materials prepared by Kathy Kirsch gathered from many sources are used to introduce this area. One goal of this area is to work toward an actual interview for a specific but fictitious job.

1. Working closely with the personnel manager of the school for class resource, students concentrate on individual needs considering questions to ask, what to wear for an interview, what information to have for interview, and so on.
2. Finally, students may look at job possibilities available at the local Job Service office, choose one, make an appointment with the job services director, and go for the interview.
3. An evaluation individually by the Job Services director is an integral part of the experience.

(This idea was used by Kathy Kirsch with juniors and seniors.)

*Norman J. Hanson, Wisconsin*

Ask a home economics teacher or a department store buyer to talk with students about

- . Current styles and trends
- . Appropriate use of styles and trends
- . Care of various fabrics
- . Personal consultation regarding color, style, and design appropriate for the individual.

*Henry J. Tyska, Michigan*

1. Instruct that the norm is

- . Men do not usually cross their legs at the knees.
- . Men carry normally things under their arms and not by their breast.
- . Women bend at the knees to pickup things.
- . Women keep their knees together when sitting.

2. Use demonstrations of each with each student.

## TO TEACH ABOUT JOB EXPECTATIONS

*Gloria Wiley, Colorado*

1. Discuss the average pay of jobs such as for an insurance salesman, a typist, a machinist, and so on. Then discuss commission, guaranteed pay, chance of lay-offs, clothes or tools needed, and fringe benefits as insurance.
2. Investigate the approximate yearly salary of several jobs students seem interested in.
3. Have visitors explain how commission works or how a self employed person has to furnish his/her own supplies.

*Jack Pitzer, Virginia*

Have students survey the professions in their area that wear uniforms such as policemen, nurses, janitors, food service personnel. Have the students find out whether the employee purchased his own uniform or it was supplied for him.

*F. D. McEachern, North Carolina*

1. Have students find out what is required for obtaining a truck driver's job and also how much education is required for a doctor.
2. Bring in a class discussion of the school truck driver or bus driver and, perhaps, the school physician.
3. Devise a test to measure their understanding of the differences.

Materials needed: Dictionary of Occupational Titles; Occupational Outlook Handbook; pamphlets or job descriptions (such as those in the VIEW or the CI-TAB programs) which describe educational requirements.

*Mary Beth Young, Iowa*

This seems an area that could be used at any level, making allowance for the age, maturity, and experience of the students.

1. In a search for job possibilities with older students (using sources in the area for vacancies) extra time may be taken to begin a listing of jobs and their salaries.
2. If interest is there, further information may be secured from Job Service (the major source in our area) to find out what other benefits are available in the job openings.
3. With this new information, consider how this may change the idea of braille and print materials listing jobs.
4. In any discussion of salary, if it is weekly, monthly, nine months, or yearly, students may make a table showing salary at all these intervals.

*Alan Weinstein, Colorado*

1. Use a trained professional from the community to relate first the job potentials for the students. Include current listings from employment agencies and want ads from the newspaper.
2. Have the students state aloud what their job goals are and how they wish to achieve them. If some have no goals, you may possibly have them fantasize. The purpose here is to see if students do or do not have realistic goals.
3. If a student shows realistic or unrealistic goals, a private discussion may help solidify real job opportunities and ways to achieve these goals.

(The earlier the person has realistic goals the better. A plane pilot or brain surgeon are out, but there are many other good job possibilities. These should be positive, informative sessions.)

Materials needed: Want-ads from the newspaper; listings of past jobs held by the visually impaired; visually handicapped working individual from the community.

## TO TEACH INITIATIVE IN JOB SEEKING

*Charles R. Ruffino, New York*

1. Assign homework: Accompany your parent to a local store, or market where you have seen a bulletin board. Collect the names and information on jobs that are posted.
2. Make up a bulletin board at school with the collected information.
3. Total the number of jobs and the number of stores to show the effectiveness of the collected information.
4. Select a number of the jobs and call or inquire.
5. Compare the results.

*Wanda McLain, New Mexico*

1. Teach students how to use want ads in the newspaper and to follow up on ones which look appropriate. Discuss what skills and/or experience is needed for each job.
2. If students are interested in a particular field or occupation either ask an expert to come in for class discussion or take a field trip to the place of business to learn its inner workings in an actual situation.
3. Teach students how to use placement services of companies.
4. Discuss knowing how to use references and key people.
5. After locating a job opening make sure the applicant knows how to handle himself/herself in an interview situation.

*Alan Weinstein, Colorado*

1. Use all facilities possible and any information available to the general public. Agencies may include private employment agencies and national agencies dealing with employment for the blind. Include newspapers in gathering job lists.
2. Use professional counselors and special training centers who deal specifically with special jobs.
3. Use an employer who can outline what he looks for in a job application. A question and answer session could help clarify many areas.
4. Give the students as much contact with as many areas as possible.

*Norman J. Hanson, Wisconsin*

1. Acquaint students with Job Service by a practical application and demonstration of Job Service and the complete array of services offered there.
2. Emphasize the value of verbal information from family, friends, and acquaintances. Most employment is found by this method.
3. Explain placement office function and service. Employees develop hiring patterns from a school (s) for certain areas. This can be determined prior to enrollment in a particular program or school.

*Kathy Mack, Minnesota*

Have students list all the jobs they can think of that are held by the adults they know and the businesses that people work in. Then discuss the kind of student jobs these people may have in their businesses or that they may know about. Emphasize that many jobs are found by word of mouth.

*Charles R. Ruffino, New York*

1. Assign projects: Compile a list of friends, your parents' friends, and relatives. List the jobs of these people. Select two jobs you may be interested in and call or write to these persons and ask if he or she knows of any jobs that may be developing in the next month or that have developed in the past month.
2. As a class discussion, select those students who have found the most jobs. These students may report to the class the contacts which were most helpful and also the areas of work which had the most openings.

## TO TEACH HOW TO WRITE NEWSPAPER ADS

*Kathy Burgess, North Carolina*

1. Discuss ways to get jobs.
2. Obtain newspapers and read the classified ads.
3. Practice writing advertisements for jobs.
4. Actually write an ad, place it in the newspaper, and see whether any job offers are received.

*Sandra Ferraro, Colorado*

1. Read a job ad to the students.
2. Discuss abbreviations such as wpm. and so on ; salary range if given; experience and skills required; experience and skills preferred and the difference between them.
3. Read a job ad to the students; have them write a paragraph which expands the short ad into a full description of what the job might be.
4. Ask an employment agency counselor to read the ad from the paper, then tell what the job actually is.

Materials needed: Newspapers.

*Susan Rowland, Colorado*

Discuss with students

- terms which show up often in want ads
- proper verbal procedure for responding to ads
- basic interview steps

*Dan Phelan, Colorado*

Some students will not have any concept of want ads and this needs to be developed.

1. Have students read want ads.
2. Have students discuss components of good want ads
3. Have students write their own ads for situations wanted.

*George Sipple, Wisconsin*

1. Have students read classified ads in help wanted and situations wanted. (This should be incorporated into English class.)
2. Let them investigate ad placement and cost. This might also be done in connection with resume writing.
3. Assign students to visit bulletin boards at various places and place ads for jobs on those boards.

Materials needed: Classified ad section of newspaper.

*Gloria Wiley, Colorado*

1. Explain how to read a want ad, the terms, abbreviations, and so on.
2. Discuss the types of want ads for permanent or part time jobs.
3. Examine help wanted, employment wanted ads in the newspaper.
4. Let each student write an ad seeking employment. List the types of questions answered by the ad.

Materials needed: Newspapers.

*Jack Jacobs, Florida*

Teach students how to read the want ads

- . Learn what the abbreviations mean.
- . Watch for misleading ads.
- . Read carefully to get information necessary.

Materials needed: Samples of actual want ads.

*Eileen M. Hayes, Florida*

1. Answer (a class project) an advertisement, for a job which requires work experience, in the "Help Wanted" section of the local news paper. Have them list everything they have done as "work".
2. Wait for a reply. Which student was invited for an interview? What job experience was the key to open the employment door?

## TO TEACH ABOUT UNEMPLOYMENT

*Susan Rowland, Colorado*

Explain the following points to students

1. One must be actively looking for a job to benefit from unemployment insurance.
2. While waiting for employment, one may be eligible for food stamps. One must go through the procedures of filling out a form; counseling; listening to a nutrition lecture; and go through a five day waiting period.

*Delaine Strandberg, Colorado*

Explain that employment for a period can qualify one for unemployment insurance. Discuss the development of the money (employer/salary) fund. A history discussion on the reasons for national job insurance is appropriate here.



## TO TEACH ABOUT AFFIRMATIVE ACTION LAWS

*Dan Phelan, Colorado*

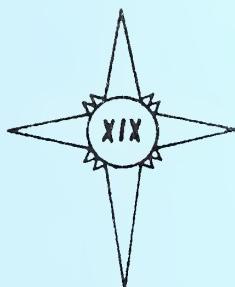
1. Have students study and discuss affirmative action law and guidelines.
2. Have students learn which types of employers are covered by law.
3. Ask a personnel manager from a large corporation or institution to discuss the requirements for advertising jobs so as to meet affirmative action guidelines.
4. Ask an owner of a small business to talk about how he/she finds prospective employees.
5. Compare the two and discuss ways of finding out about unadvertised jobs.
6. Discuss when and how to lodge complaints against employers.



# Idea Bank

For Teachers

## 6. Home Management





## TO TEACH ABOUT CHOOSING AND OPERATING A HOME

*Sandra Ferraro, Colorado*

1. Discuss factors which affect where one should look for a place to live (orientation and mobility skills; location of one's job; location of friends, stores, banks, and churches; personal preferences, for crowded or uncrowded area; and one's familiarity with different areas of the city).
2. After developing the list above, visit areas of town which would fit, and check into places which are for rent.

*Henry J. Tyska, Michigan*

1. Discuss legislation designed to protect tenants.
2. Discuss the rights of landlords, types of landlords, and how landlords make their money.
3. Discuss how to become a landlord.
4. Discuss management agencies for landlords.
5. Discuss absentee landlords.
6. Find out how brokers make their commissions, their percentages, their duties.

*Delaine M. Strandberg, Colorado*

1. Discuss services and goods produced in the home.
2. Ask, "How do you determine who will do a task?" Discuss.
3. Discuss roles of men and women in doing home chores.
4. Have a role playing activity where roles in the home are followed, then where roles are switched. Discuss and compare how it felt. Ask, 'What do "new" roles mean in the home?'

Materials needed: A simulated home setting.

*Mark Wilberg, Iowa*

1. Plan a visit with an interior designer.
2. Arrange a field trip to a local furniture store.
3. Let students visit some homes (faculty members).
4. Give students experience in arranging furniture in a living room.

Materials needed: Furniture; pictures.

*Henry J. Tyska, Michigan*

1. Discuss the following life styles

- . Living alone (bachelorhood)
- . Living with the family (temporary; parents will die)
- . Living with another of same sex, or of opposite sex
- . Communal living
- . Living with a spouse and offspring

2. Consider the following housing

- . Flats
- . Apartments
- . Rented housing
- . Home Buying
- . Condominiums
- . Mobile Homes
- . Institutions
- . Projects

3. Bring in people who live the various life styles to talk to the class.

4. Visit various housing types and discuss advantages and disadvantages.

## TO TEACH HOUSEHOLD BUSINESS PRACTICES

*Susan Rowland, Colorado*

1. Use 3 x 5 filing cards.
2. Braille on the bottom line a key word. (Example: Smith.)
3. At the other end of the card on the same side, braille the full name and address and any other information wanted.
4. Place the card in box so that the name and address is at the bottom, with just the name at the top. Visually this would appear upside down. In this way the person can find whom he needs without having to read all the information for each person. This can also be adapted to a recipe file.

*Gloria Wiley, Colorado*

1. Have speakers from consumer protection, better business bureau, or whoever is most convenient, to talk about guarantees.
2. Read and go over what various guarantees say.

*Susan Rowland, Colorado*

1. Point out that bills are usually sent to the customer once a month.
2. Show students how to organize their bill paying and their records.
  - . Bank deposits should be made several days in advance if bills are to be paid by check.
  - . Mark the stubs "paid" and file.
  - . In filing paid stubs, use a large manilla envelope for each topic.
  - . Staple a filing card (3x5) to the stub.
  - . On the card list the name of the company, the amount paid and the date. Drop this in the envelope.
  - . A filing box or any other system preferred can be used.

Materials needed: 3 x 5 cards; envelopes; typewriter

*Kathy Mack, Minnesota*

1. Students in a home economics class should plan a meal, decide what groceries are needed and order them or get them from the grocers.
2. Have students shop in teams, telephone orders in, and practice other techniques they may actually use when living independently.

TO TEACH ABOUT PUBLIC UTILITIES

*Jack Pitzer, Virginia*

1. Have a student in the class call the telephone company and find out the necessary steps to initiate phone service.
2. Have a follow-up class discussion.

*Raymond Angel, Colorado*

Assign a group of students to investigate rules and policies of the telephone company.

*F. D. McEachern, North Carolina*

Have students to contact city or private sanitation department and ask for the services that they provide, or have someone to come to the school to tell the students what is provided.

*Joseph Zamrowski, Colorado*

Arrange a tour of the water company and speak with the service representative.

*Martha H. Fowler, Virginia*

1. Provide brochures from the local Bell System telephone company explaining the policy regarding charge for use of information service; read and discuss.
2. Plan a route to the telephone company to obtain exemption certificates.
3. Obtain, complete, and mail the form with any required verification of legal blindness.
4. Follow up by calling the telephone company if exemption certification is not required.

Materials needed: Brochures; exemption form.

*Eileen M. Hayes, Florida*

1. Read the local city sanitation ordinance to the group, specifically indicating what service is rendered, obligations of the customer, payment for services.
2. Read the rules and regulations for private garbage collections. (Some do have "dipsy dumpsters" which are owned by the company and placed at apartment complexes.)

*Donna Jurgensen, Illinois*

1. Have a class discussion of the different utility companies and the responsibilities of the companies to their clients.
2. Discuss bill payment periods.
3. Role play communication with utility company personnel about bill payment plans and problems and questions involving the bills.
4. Arrange field trips to the utility companies.
5. Practice reading utility bills and explaining the information which is given on a utility bill.
6. Encourage the student not to be afraid to communicate with the utility companies. As services they have a responsibility to the community.

Materials needed: Actual utility bills.

*Ann Jones, New Mexico*

1. Arrange a field trip to several stores to compare types of garbage cans and trash bags.
2. Explain the procedures the city sanitation department has for picking up trash.
3. Discuss the most efficient ways of carrying out trash.

## TO TEACH USE OF APPLIANCES

*Ann Jones, New Mexico*

1. Show students how to use the garbage disposal without leaving any waste in or around the sink.
2. Flush the disposal by continually running cold water through it.
3. Demonstrate the way to stop the action if the disposal fails to work properly.

*Scott Ensor, Colorado*

For blind students, use matchsticks and lots of glue or other relief markings to indicate degree intervals on stove knobs.

*Norman Hanson, Wisconsin*

Ask an electrician to discuss with students:

- . Methods of identifying the functioning of home electrical devices.
- . Diagnosis of cause of malfunctioning.
- . Techniques of correcting or seeking assistance in correcting the malfunction.

Materials needed: Electrical switches; sockets; lamps; clocks; other apparatus; wire; and cords.

*Robert W. Bischoff, Utah*

An appliance such as a mixer, may be studied for proper use and function. If it malfunctions it can be taken apart and repaired by the student.

*Scott Ensor, Colorado*

Teach blind students to plug into electrical outlets:

1. Grasp plug with one hand and slide prongs down forefinger of opposite hand.
2. Place this finger at outlet and guide plug into socket.

## TO TEACH HOME SAFETY

*Jack Jacobs, Florida*

Emphasize these kitchen safety rules:

- . Have a certain spot for knives and a sleeve to put the sharp edge into.
- . When washing dishes be sure to wash knives first to avoid injury.
- . Stove, pots, pans, and handles can and probably will get hot. (Use a hot pad to avoid burns.)
- . Set pan handles facing inward so as not to knock pans off of stove.

This topic is very broad. If person is going to be self sufficient, a full unit should be developed. The kitchen includes more than knives and stove safety.

*Raymond Angel, Colorado*

1. Students can learn by watching Emergency or Code R.
2. Invite a fire fighter to explain various duties they perform, also some fire safety rules.

*Charles R. Ruffino, New York*

1. Have the class survey their homes for the number of electrical appliances found in their home bathrooms and kitchens.
2. Using a battery (D Cell) a 1.5 W. bulb (could substitute a low voltage buzzer) and two wires, show a completed circuit (bulb should light). Take both wires and touch a common metal appliance (the face or base of the toaster) to show conductivity of a metal appliance. Stress the fact that if a person should be in the circuit as in the case of a radio and a tub of water that he or she could suffer shock.
3. Go over the home surveys and have each student draw a floor plan with positive technique for appliance placement.
4. Invite an electrical inspector to be a guest speaker on hazards within the home.

*Norman Hanson, Wisconsin*

Discuss dangerous cleaning materials

- . identification of dangerous materials
- . suitable storage of dangerous materials
- . methods of ventilation, and when necessary
- . proper use of dangerous materials
- . emergency procedures in case of misuse.

*John T. Atkins, North Carolina*

1. Define electrical appliance.
2. Write a word list of electrical appliances to teach word recognition, spelling, and so on.
3. Present as many of these items as possible to students for hands-on experiences.
4. Mix appliances and have students identify tactually or visually.
5. Demonstrate the various ways that electrical appliances can malfunction, such as broken spark plugs, worn insulation, short circuit, and so on.
6. Point out the danger of using electrical appliances that are not working properly (shock hazards, fire).

Materials needed: various electrical appliances used in the home (toasters, blenders, mixers).

*Charles R. Ruffino, New York*

1. Group will select a series of emergency situations, such as heart attack or drowning, and relate any experiences which may have occurred within the class.
2. Contact the local fire department emergency squad for a class demonstration of procedures and techniques both in the classroom and in inspection of equipment.
3. If the group is small, take a field trip to the fire department.
4. Include the process of securing assistance, giving telephone number and any other information required.

*Jana Mussemann, Colorado*

1. Using a science kit or basic electrical equipment, show how water can be used to conduct electricity.
2. Use a buzzer or light bulb to show how the circuit passes through water.
3. Seek advice of science or industrial arts teacher for materials.

Materials needed: Battery wire; light bulb.

## TO TEACH SIMPLE MAINTENANCE AND REPAIR

*Lynn A. Fleharty, Colorado*

Bring in some old faucets and explain how to change washers.

Ask the janitor or the maintenance man to help teach this.

*Robert W. Bischoff, Utah*

1. Industrial Education instruction can focus on home maintenance repair to a house.
2. Electrical wiring can be studied.
3. Students may practice installing an electrical system for a house.
4. Repairing any problems which can be simulated may be arranged. This would include "trouble shooting" to find the malfunction.
5. Replacement of faucet washers or cleaning out of drains (taking apart) may be done. Check for leaks when reassembled.

Materials needed: A model house should be available to work on. The students could build it.

*Judy Wiepert, Colorado*

1. Have an appliance repairman come to class and discuss the necessity of keeping appliances in good repair.
2. Discuss ways to recognize when an appliance is not working properly. (It sounds funny; it smokes; it does not produce the expected quality.)

Materials needed: A raveled, unsafe electrical cord; an electric cord and plug in good repair.

*F. D. McEachern, North Carolina*

1. Bring in an appliance that has a defective cord or plug and show students how to replace the worn out part.
2. If an appliance is not available, this could be explained verbally by going step by step, and giving an oral examination at the end to measure the degree of understanding.
3. Point out that if the cost of repair is more than the service rendered after repair, then a new appliance should be purchased.

Materials needed: Small appliance; replacement parts.

*Kathy Burgess, North Carolina*

1. Hold a group discussion on home maintenance and repairs, being sure to include plumbing.
2. Make list of possible needed repairs and a corresponding list of where to obtain maintenance repairs.
3. Have a representative of the water company come in to discuss repairs that are the responsibility of the water company.

Materials needed: Informational pamphlets from utility companies.

*Dan Walkowski, Indiana*

1. Let students assemble and disassemble a water faucet.
2. Train students in the proper use of wrenches, screw drivers, and valve seating tools.
3. Visit a plumbing or hardware store.
4. Review magazine articles from Popular Mechanics, Home Mechanics, Popular Science.

Materials needed: Water faucets; wrenches; screw drivers; various size washers; valve seating tools.

*Erskine Miller, Indiana*

1. Obtain and show film strips from electrical and water companies.
2. Teach the functions of both shut-off valves and circuit breakers.

Materials needed: Circuit breakers; fuses; shut-off valves; and water faucets.

TO TEACH ENERGY CONSERVATION

*Erskine Miller, Indiana*

1. Use an electric hair blower to demonstrate air flow through a cracked window.
2. Employ television energy saving commercials.
3. Have students discuss heating and cooling ads on television or in the newspaper.

## TO TEACH LAUNDERING SKILLS

*Faith Whittle, Colorado*

1. Suggest that students learn to have three bags or containers for laundry so that as their clothing becomes soiled it will be already sorted to put in the laundry.
2. Instructions should be given about temperature settings for whites, colored clothes, and so on.

Materials needed: Three bags or boxes marked for whites, colors, and delicate items.

*Kathy Mack, Minnesota*

1. Let each student gather laundry for the week and take it to the laundromat.
2. Each student should sort, wash, and dry his/her own laundry.
3. The students should then fold or hang their own clothes and organize them so that they can be easily located.

Materials needed: Laundry; coins to operate machines; detergent.

*Ann Jones, New Mexico*

Demonstrate removal of clothes from the dryer:

- . Remove one item at a time.
- . Shake each item and put it in a clean area or hang it up.
- . Stack like items together.
- . Be sure the machine is completely empty.
- . Wipe interior and exterior surfaces clean.
- . Clean drier filter.

*Jan Rae Caron, Colorado*

Have a class project in which students can

- . experiment with washing or soaking clothes of different colors and fabrics
- . design or tie dye fabrics using clothing articles that bleed color
- . sort clothing or household linens according to texture.
- . review usual colors of certain kinds of clothing (dark colored socks for business; white for underwear.)

*Vanda McLain, New Mexico*

1. Discuss different types of materials and how each should be laundered, water temperature, and so on.
2. Go on a field trip to a store to check hang tags on garments and on piece goods on bolts of materials.
3. Have a home economist from a public service company or from the gas company to come in and discuss treatment of stains.
4. Read manuals on proper use of appliances.
5. Stress the importance of knowing the quality of clothes before buying.

Materials needed: Leaflets on treatment and removal of stains.

*Helen Nahm, Colorado*

1. Students may stain/soil three pieces of the same fabric and then wash each piece in hot, warm , and cold water to determine the most appropriate water temperature.
2. Repeat with various fabrics that may be classified into three categories: colors, whites, and permanent press.
3. Acquire an assortment of laundry detergents and discuss/compare the directions for their use.
4. Help students devise their own labeling system for their clothes to distinguish which water temperatures they should be washed in. The system should be appropriate for the student's individual needs.

*Stewart Bowden, New York*

1. Point out the step by step procedure for washing clothes and the appliance to be used.
2. Explain that clothes must be rinsed soap free to prevent allergy reactions, discomfort, and untidy appearance.
3. Demonstrate the proper procedure for washing and rinsing clothes.
4. Allow students to wash clothes independently.

Materials needed: Washing machine; soap; washing powder.

*Jack Pitzer, Virginia*

Have the students collect rags and bring them to class. Sort the rags as you would wash and launder them with various additives, liquid bleach, powdered bleach, bleach and detergent, and so on. Have the students compare the results and discuss the proper way to wash clothes.

*Eileen M. Hayes, Florida*

1. Soap commercials on television and radio can be used for information on water temperature for laundry.
2. Use hot water on different small samples of cloth. Let student feel or see the result on wool, crepe, silk, cotton, and denim.
3. Use actual tags taken from clothing, which give washing instructions.

Materials needed: Tags from new clothing.

*F. D. McEachern, North Carolina*

Learning about washing clothes would be done mainly in a home economics class by showing the students what different water temperatures will do to different colors of clothing and different materials. A washing machine and a dryer would be needed. I would also explain about separation of clothing to prevent fading, the kinds of detergents, and the capacity of washers.

*Gloria Wiley, Colorado*

1. Show students how to
  - . read care instruction tags on clothing
  - . use detergents, bleach, stain removers, and so on
  - . group fabrics and colors for safe laundering
2. Ask a person from public service to talk on proper use of washer and dryer for saving energy.

*Robert W. Bischoff, Utah*

1. Students may be instructed by the living skills teacher on how to operate a washer and a dryer. They should be responsible for washing their own clothes as needed.
2. Ironing should be taught by actual experience. Learning how to choose the proper heat setting on the iron should be practiced. They should also smell and feel the results if something is burned.

Materials needed: Clothes; washer; dryer; detergent; iron; ironing board.

*Judy Wiepert, Colorado*

1. Wash towels, adding soap to the rinse water to see how stiff the towels then turn out. Then wash properly. Compare.
2. Stain two pieces of inexpensive colored material. For one, add a strong bleach to the wash water. Note the change in color. Wash the other piece correctly and note the difference.

*Scott Ensor, Colorado*

1. Describe the different types of washers and dryers(front loading, top loading).
2. Explain the use of various water temperatures with different types of clothing and different kinds of soil.
3. Describe the use of fabric softeners,bleaches, and rinses.
4. Explain the need to separate clothing to prevent fading.
5. Explain the need to adjust dryer temperature to prevent shrinking.

## TO TEACH ABOUT FOOD PRESERVATION

*Delaine Strandberg, Colorado*

1. Discuss relative costs of canning.

For an experiment, have students call and price the initial investment in canning equipment.

2. Discuss the limitations of canning, problems of consistency, spoilage, and bacteria.
3. Experiment in canning fruit with one batch not properly sterilized, one without fresh fruit, perhaps one with half sugar.
4. Find overall cost for canned goods and compare in yearly terms to determine savings, if any.
5. Make jam.
6. Arrange for a visit from a state home economist.

Materials needed: Braille cooking thermometer; pots; pans; paraffin; mason jars.

*Jana L. Mussemann, Colorado*

1. Have the students prepare strawberries and other fruits and vegetables for freezing.
2. Later use these frozen foods for meal preparation, relating preparation for meal to preparation for freezing.
3. Discuss the economics of freezing or canning when various fruits and vegetables are in season.

Materials needed: Fruits and vegetables,

## TO TEACH ABOUT FREEZING AND REFRIGERATION OF FOODS

*Charles B. Boyer, Virginia*

1. Have a discussion about the process used in freezing foods.
2. Obtain frozen strawberries and fresh strawberries and compare.
3. Obtain other frozen foods and fresh foods to observe differences.

Materials needed: Information pamphlets on frozen foods; textbook; filmstrips.

*Deborah Chapin, North Carolina*

1. Ask, "What happens when you leave some foods out of refrigerator?" (A: They will spoil and they can be dangerous to you.)
2. Activity: Bring some milk and some meat and leave them in the room. Let students observe results.

*Eileen M. Hayes, Florida*

1. Bring to class empty boxes which had contained frozen meat; read the cautions to the class (on the back usually of box or package).
2. The chef training class has a special guide on preparing frozen meats. Use this with the class to show that all restaurants must also be careful not to refreeze meats.
3. Use bacteria cultures from the science instruction which show how meats react when frozen, thawed, and refrozen.

*Charles R. Ruffino, New York*

1. Have students make a list of ten items found in a home refrigerator.
2. Select a number of common items derived from the list.
3. Secure as many of these items as possible and freeze.
4. Take items in frozen state and demonstrate use.  
Can you drink frozen milk, eat frozen fruit?
5. Invite a cooperative education home economist to talk about food use and storage.
6. Note that a freezer is a desirable purchase, but that the refrigerator is needed for immediate use in food storage.

Materials needed: Food: milk; canned fruit; fresh fruit; lunch meat.

*Dan Phelan, Colorado*

1. Discuss how bulging cans contain poisonous foods.
2. Teach how to check cans for bulges.
3. Look for articles about people who die of food poisoning.

Materials needed: Newspaper articles.

*Martha H. Fowler, Virginia*

1. Prepare a simple meal, such as tuna salad with tuna and cheese, with milk to drink.
2. Leave some left overs out in the classroom overnight and refrigerate the others.
3. Note the next day the differences in smell, texture, and color.
4. Leave the cheese out for several more days and note growth of mold.
5. Each day discuss principles of food storage and preservation before and after the examination of the leftover foods (tuna, cheese, milk), using them to illustrate the principles.

*Mary Beth Young, Iowa*

1. In the TDL area, after determining proper amount of ingredients for a menu serving two, a student or a group purchases the meat needed for the recipe (hamburger).
2. If a group has purchased enough for several projects to be prepared three days later, they must decide how to store. For example, which is best, to store in the refrigerator, and all in one package, or in separate packages?
3. Discuss different needs for storage of hamburger as compared to storing roast or round steak.
4. Divide in portions needed for each recipe. Point out the need to store in the freezer in tightly wrapped package or small plastic bag.
5. Discuss reasons for refrigerating or freezing immediately upon return from the store.
6. Point up the need for clean hands in handling food and why.
7. Decide on division of labor in grocery shopping and later storage.

Materials needed: Meat purchased; foil or plastic bags for wrapping.

*Wanda McLain, New Mexico*

1. Discuss different types of materials (foil, saran wrap, plastic containers) which can be used for various foods and what is best for each food.
2. Have a preliminary lesson on quantity of food to cook so there is less food to store or waste.
3. Find recipes using leftover food to make a nutritious meal.
4. Discuss the use of deodorizers such as baking soda to prevent foods' combining flavors and the importance of cleaning the refrigerator regularly.

*Anna Lois Gump, Colorado*

Ask the home economics teacher to discuss:

- . Perishables must be refrigerated after they have cooled and should be used within several days after cooking.
- . Left over meat is cooled and refrigerated soon after cooking. It may be frozen again after cooking.
- . Food which has spoiled may have a bad odor, but botulism may not be detected. Be sure that a bulging can is not used.

Materials needed: Hand-outs from home demonstration agencies; 4-H manuals

*Donna Jurgensen, Illinois*

Proper preparation of food to avoid food poisoning.

1. Emphasize proper cooking of food (especially meats) to make sure all germs are destroyed.
2. Discuss the need of refrigeration and what foods should be refrigerated.
3. Show students how to cover foods in the refrigerator and how to choose proper containers to store them in.
4. Discuss the freezer and how to use it effectively.
5. Go through the proper procedures in an actual kitchen.

Materials needed: Any of the foods and materials used in the discussions.

## TO TEACH ABOUT FOOD STORAGE

*Mary Beth Young, Iowa*

1. For the totally blind student teach two general types of cupboard food storage: for things used occasionally and for high turnover items. (How to store most efficiently and conveniently.)
2. Discuss canned items or shelf items which one would want to have on hand.
3. Ask, "Which would one use only occasionally? Which ones often?"
4. Look at TDL cupboards and note storage method. Orient each to this. Emphasize this is only one possibility. Note items used only occasionally such as spices, herbs. Have self made braille markers to distinguish.

Materials needed: Cupboard inventory.

*Scott Ensor, Colorado*

Teach students to store dry foods:

1. Empty dry foods from paper, box or other containers.
2. Place into empty coffee cans with plastic lid to insure freshness.

Materials needed: cans.

*Gloria Wiley, Colorado*

1. Have students examine several types of containers.  
Consider cost, suitability, neatness, easy access.
2. Point out warning on pre-frozen containers.
3. Discuss storage of dry products such as flour and sugar. Note methods used in several homes.

*George Sippel, Wisconsin*

1. Arrange a tour through a food processing plant to see the sanitary precautions.
2. Ask the home economics teacher or the dietitian to discuss proper storage and preparation of food.

*Sid Wharton, Virginia*

1. Ask students to list as many types of food as possible which are available in cans.
2. Can shapes may help to determine their contents. Bring in several cans with labels removed and ask students to determine contents. Bring in several cans with labels removed and ask students to determine contents.
3. Ask students how spoilage of a can of food may be determined.
4. Use a hot plate. Have students plan and prepare lunch using only canned goods.

Materials needed: Various cans without labels; hot plate; canned foods.

TO TEACH ABOUT KITCHEN APPLIANCES

*Dan Phelan, Colorado*

1. Discuss the difference between microwave cooking and regular cooking.
2. Have students cook with microwave oven.
3. Have home economics teacher talk to class about microwaves.
4. Have students prepare a meal with a microwave.

Materials needed: Microwave oven; food to be cooked.

*Jack Jacobs, Florida*

1. Orient student to kitchen where refrigerator, stove and sink are.
2. Describe the difference between baking, broiling, pan frying.
3. Have the student actually cook a hamburger, for example.
4. Explain the time needed to cook various foods.

## TO TEACH SIMPLE COOKING METHODS

*Susan Rowland, Colorado*

Teach students an easy way to cook an egg.

- . Take the top and the bottom lids off of a tuna fish can.
- . Place the can in greased skillet.
- . Crack the egg on the side of the can and drop it into the can.
- . Flick water into the hot skillet around the tuna can so that the steam produced will cook the top of the egg without your having to turn it over.

You may need to experiment with the proper timing(approximately 1 to 2 minutes).

*Kathy Mack, Minnesota*

Snack-making. Students should each learn to make snacks that can be served to their friends.

1. Popcorn: use a braille frying pan; heat it to the maximum with oil and two or three kernels. Add corn. Cover. Shake.
2. Frozen pizza: learn to set the oven dial; choose a brand they like; learn how many people one pizza serves and how to get a soft or crisp crust.
3. Ask each student for a snack he/she would like to make and have him/her practice.

Kitchen appliances; popcorn; oil; pizza.

*Jack Jacobs, Florida*

Let students have fun with a Chinese wok.

- . The purpose is to cook quickly and seal in all vitamins.
  - . Cook with a very high flame or heat.
1. Add oil to the pan. Brown meat in the oil. Remove.
  2. Add more oil and vegetables and toss rapidly.
  3. Add whatever else is necessary.
- (People think wok cooking is complicated, but not so. It is one of the most healthful ways to eat. It is also fun and creative.  
I have some great recipes.)
- Materials needed: Wok; oil; vegetable; meat.

## TO TEACH ABOUT NUTRITION

*Faith Whittle, Colorado*

1. Discuss the importance of vitamins in vegetables and that many of them will dissolve in water.
2. Bring in a vegetable steamer, a pressure cooker and a pot. Cook some of the same vegetable in each and compare the taste, the time to cook, and so on.
3. Discuss saving any liquid from cooking vegetables to use in soups and stews for maximum use of vitamins.

Materials needed: steamer; pressure cooker; pot; vegetables.

*Jack Jacobs, Florida*

1. Have class discussions to point out these important facts.
  - . It is important to eat a well balanced diet.
  - . A day's menus should include meat, fish, or fowl.
  - . A day's menus should include some kind of green vegetable.
  - . A day's menus should include a fruit or juice.
  - . Having a well rounded diet will produce a healthier attitude.
2. Have students plan and prepare a meal.

*Jack Pitzer, Virginia*

1. Assign each student a food group and have that student research the various ways to cook those foods and the nutritional value of the food after it is cooked.
2. Follow with student reports and class discussion.
3. A student may select a specific food for narrower research.

Materials needed: Cook-books; food processing information; food nutrition books.

*Sandra Ferraro, Colorado*

1. Have students collect information from the library, government agencies, consumer groups about health food.
2. Try to develop a guide for determining whether the food is actually organically grown and of high nutritional value.
3. Check out local health food stores for prices, reputation, and so on.

## TO TEACH CLEANLINESS AND SANITATION

*Alan Weinstein, Colorado*

1. Have someone from the local health department come in and give a talk on germs and ways that diseases are spread. (A student may not be washing because he does not know how or why washing is important. Make sure you get these ideas across.)
2. Provide adequate and organized procedures so individuals can wash their hands thoroughly with ease. It is important to have soap and towels in a convenient area but out of the way when cooking.
3. Emphasize that it is impossible to feel whether your hands are clean.
4. Use different soaps (textures or smell may differ) and actually have the students wash their hands.
5. Use tapes from the health department to help convey useful information.

*Stewart Bowden, New York*

1. Explain to students the reasons for washing hands before preparing food.
2. Demonstrate proper hand washing procedures.
  - . Turn on water gently.
  - . Place hands under water and wet thoroughly.
  - . Remove soap from tray, lather hands, rubbing palms and back of hands with soap.
  - . Return soap to tray, thoroughly rinse hands removing all soap, and turn off water.
  - . Secure towel and dry hands completely.
3. Allow students to wash hands independently and evaluate by using the above criteria.
4. As a reinforcer, use a food, such as bread dough which requires mixing by hand.

Materials needed: Sink; soap; water; towel; and waste basket if paper towels are used.

*Anna Lois Gump, Colorado*

1. Stress the necessity of clean hands (soap is the best disinfectant) clean cooking utensils, work areas, clothing, room; no animals in cooking areas; cleanliness to prevent contamination by germs; appeal of food looking nice.
2. Demonstrate preparation for cooking, and emphasize cooking of vegetables in a small amount of water.
3. Boil for only a short time. Note better color.

Materials needed: Nutrition books; posters showing cleanliness.

*Gloria Wiley, Colorado*

1. Through class discussion, emphasize the importance of
  - . checking labels for "date to be used by"
  - . clean hands, hair pulled back
  - . germs which can cause problems
  - . considering appearance of foods when prepared
2. Prepare a meal with the use of a time table. Consider appearance, nutrition, and so on.

*Norman J. Hanson, Wisconsin*

Ask the homemaking teacher to discuss

- . Need for regular cleaning of clothes.
- . Methods of proper cleaning
- . Techniques of determining when additional or unusual procedures are warranted
- . Step-saving devices and/or materials and their proper application.

Materials needed: Usual cleaning devices; customary cleaning products; step saving cleaning aids and products.

*Delaine Strandberg, Colorado*

1. Discuss the importance of keeping food off of appliances.
2. Demonstrate the cleaning of small appliances with spray, cloth, and elbow grease. Discuss what constitutes a cloth.
3. Demonstrate cleaning knobs and compartments. Suggest touch for deciding cleanliness of a toaster, for example.
4. Discuss periodic cleaning and dusting of appliances. Let students write a schedule, follow it for a month and report.
5. Ask a visitor from the state department of agriculture to come and demonstrate the use of small appliances.

Materials needed: Cleaning spray; cloths; toaster; blender,

## TO TEACH CARE OF PETS

*Donna Jurgensen, Illinois*

1. Start with a discussion to list the needs of a pet and decide how they should be met.
2. Have students be responsible for care of a small pet (reptile, fish, bird) to gain some concept of the actual time involved.
3. Point out the problems which could possibly be encountered in different living situations with different pets.
4. Emphasize that tenants should be aware of provisions on a lease involving the ownership of pets.

*Ann Jones, New Mexico*

1. Visit the local zoo and learn how the animals are cared for and fed.
2. Invite a pet shop owner to visit the class and give instructions on grooming and care for pets.
3. Ask a veterinarian to give information on necessary injections and other health care for pets.
4. Visit a store and check on products and prices of pet care materials.

*Dan Walkowski, Indiana*

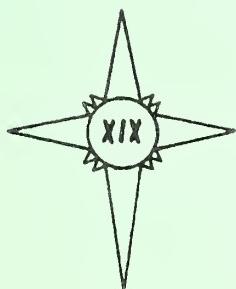
1. Students may bring pets to class. Provide a demonstration of grooming and combing.
2. Arrange a visit to a pet store.
3. Help students prepare a list of nutritional foods for pets.

Materials needed: Hair grooming combs and brushes; pet foods; flea collar.

# Idea Bank

## For Teachers

### 7. Health Care





## TO TEACH ABOUT CHILD, INFANT, AND PRENATAL CARE

*Gloria Wiley, Colorado*

1. Ask a nurse to talk with students about
  - . the importance of a woman's seeing a doctor as soon as she thinks she is pregnant
  - . proper diet (the basic four charts)
  - . rest and exercise
  - . what to expect
2. Invite a new mother to speak to the class
3. Arrange a visit to the maternity ward of a hospital.

*Helen Nahm, Colorado*

1. Assign individual or small groups of students to research the several stages of the prenatal period, then share the information in a total group presentation.
2. Invite a pediatrician and/or an obstetrician to discuss fetal development with respect to the health of the mother.
3. With the help of a dietitian or the school nurse, have students plan a well balanced program of diet and exercise for an expectant mother.

Materials needed: Reference books.

*Robert W. Bischoff, Utah*

1. Plan for students to learn of proper child care through a class in early childhood development in the school.
2. Provide actual experience and practice with young children under supervision of instructors.

*Wanda McLain, New Mexico*

1. Ask an expectant mother, an obstetrician, or a pediatrician to discuss the reasons for good prenatal care.
2. Show a film on the subject.
3. Discuss preventive medicine.(A doctor often can foresee problems.)

*Kathy Mack, Minnesota*

1. Arrange a visit to a class for expectant parents at a local hospital.
2. Invite speakers from community agencies that provide training for expectant parents, as community action programs, public health agencies.
3. Ask the parents of an infant to bring the child in and demonstrate feeding, bathing, holding.
4. Get visually impaired parents to talk with students about special problems such as taking temperatures.

*Deborah Chapin, North Carolina*

1. Discussion:

Q: Where do babies come from? (A: They grow inside the mother.)

Q: How do YOU grow and get bigger ? (A: You eat the right foods. Likewise, a baby, when it is growing inside the mother must have food and nourishment to live and grow.)

Q: Where does the baby get this food and nourishment? Can it eat by itself? Can it go to McDonald's for a burger? (A: No, it gets its food from its mother.)

Q: Do the different foods the mother eats affect the baby? What would happen to YOU if you ate only candy and ice cream and potato chips and soft drinks? Would you get a stomach ache? Would you be able to grow and develop as you should? Are any of you athletes? Does your coach recommend any kind of diet to help you get stronger and bigger? Well, what about the growing baby? If the mother eats only ice cream and candy and soft drinks, how will this affect the growing baby? (A: It could get a tummy ache. It might not grow as it should. It might get sick.)

Q: Should a pregnant woman eat just anything that will make her happy? (A:No.)

2. In biology class set up an experiment with different diets fed to experimental animals and observe the result of eating just one kind of food.

*F.D. McEachern, North Carolina*

Call upon the family planning clinic at the local health department. Ask them to talk about prevention of pregnancy, prenatal care, and so on. This approach should begin in the teens. Teenage pregnancy is usually due to ignorance or lack of understanding.

*Henry J. Tyska, Michigan*

1. Invite a nurse from the public health service to discuss contraceptives.
2. Assign several students to research the cost of having a baby.
3. Invite a reputable marriage counselor to discuss
  - . self integrity of the family
  - . divorce
  - . marriage
4. Ask a physician to talk about abortion.

## TO TEACH CAUTION IN THE USE OF POISONS, DRUGS, AND MEDICINES

*Norman J. Hanson, Wisconsin*

1. Discuss the need to identify and label all medicines.
2. Explain that the effectiveness of medicines is limited.
3. Explain the importance of getting a full understanding of a medication and its purpose.

*Sandra Ferraro, Colorado*

1. With a doctor and a child development specialist as resources, talk about the long term effects of drugs which are sometimes taken by children (phenobarbitol, for example).
2. As an extension, find out what effects over the counter drugs, such as aspirin, might have.
3. Have students collect articles on the use of drugs for controlling behavior.

*Henry J. Tyska, Michigan*

1. Gather various types of medicine bottles with child proof lids.
2. Using hand-on-hand instruction, practice opening them.

*Judy Wiepert, Colorado*

1. Ask a doctor to discuss the reasons for prescribing certain amounts and certain strengths of medicines for different people.
2. Bring some over the counter medicines to class and label them with names, amount to be taken and how often.
3. Bring different medicines to class for students to try to differentiate tactually. (Realize that tactile labels for bottles is not always possible.)

Materials needed: Medicine bottles and labels. Various pills and capsules.

*Susan Rowland, Colorado*

1. Show students how to sort and label cans and bottles of poisons. (Label guns or braille labels can be used.)
2. Stress that poisons should be placed in a safe and proper place.

*Mark Wilberg, Iowa*

1. Demonstration: Making braille labels and instructions. Opening the different types of safety caps.
2. Discussion on storing drugs.
3. Discussion with a druggist about the effects of taking the wrong drugs or too much of a certain drug, and failure to follow directions.

*Eileen M. Hayes, Florida*

1. Have a local nurse, paramedic, or ambulance driver speak to the class, giving accounts of children they have treated for swallowing dangerous pills and other poisons.
2. Ask someone from the hospital to tell about boys and girls admitted to the hospital for stomach pumping. Explain.

*Deborah Chapin, North Carolina*

1. Discussion:

Q.: What could happen if you use medicine prescribed for someone else? (Define medicine and prescribe.) (A: It could hurt that person.)

Q: If you have a stomach ache, should you take medicine that a doctor had given a friend of yours for a hurt foot? Would the foot medicine help your stomach ache? (A: It might or it might not.)

Q: Who would know? (A: A doctor would know.)

2. Point out that some drugs could hurt you if not taken in the proper amounts, if taken for the wrong illness, if not taken under a doctor's care with supervised diet and so on.
3. Let students go to a pharmacy and look at many different kinds of medicines. Ask the druggist to explain the purposes of some different kinds of medicines and the dangers of taking some of these drugs.

*Alan Weinstein, Colorado*

1. There are great differences in the types of medicines used by people. Have a doctor or a nurse from the community to come in and explain how taking the wrong medicine can be fatal. Mention other ramifications (coma, trauma, stomach pumping). Try to emphasize the seriousness of such a situation.
2. Describe the differences in shapes and sizes of medicine bottles and boxes. Let students manipulate various containers.
3. Provide information for labeling and organizing drugs in a specific area out of the reach of children.
4. Review local news items about drug over doses.

*Ann Jones, New Mexico*

1. Show students sample bottles and other containers of medicines with warnings. Explain how these can be locked in a cabinet or put on high shelves out of the reach of children.
2. Describe how a person can have his/her stomach pumped out at a hospital.
3. Bring in other materials, such as aspirin, Drano, and lye, that have warnings on the containers.

*Kathy Mack, Minnesota*

1. Show students samples of "Mr. Yuk" stickers. Ask students to tell what kind of containers these should go on.
2. Assign students to take some stickers home to place where they are needed and report on what they find.
3. Have students label poisonous materials in the school.

*Sid Wharton, Virginia*

1. Have the students read the directions from several prescriptions and then explain how the doctor wants the medicine taken (how many times a day, before or after a meal, around the clock or only during waking hours). Ask, "Are there any foods or liquids that should be avoided while taking this medicine?"
2. Many prescriptions are in liquid form. Have students follow the directions by using water or soda pop and use a spoon as directed, pour the correct amount of liquid, and "take the medicine."
3. Some prescriptions require that a pill be crushed or that a person take only one half a tablet. Have the student determine how a pill may be crushed or divided. Use M & M's or some other non-medicine pill and let the student demonstrate his/her method.
4. Visit a pharmacy. Ask the druggist to explain how medicines are measured and how he/she arrives at the directions for taking the medicine.

Materials needed: Prescription bottles with large type or braille instructions accompanying; eating utensils; soda pop, M & M's.

*Martha Fowler, Virginia*

1. Ask students to make lists of medicines which are familiar to them.
2. Take a field trip to the drug store where the students will locate these medicines and see whether they are prescription or non-prescription medicines. Involve the pharmacist as a discussion leader to emphasize that any drug can be dangerous under certain circumstances.
3. Assign various students the task of finding out the circumstances in which each non-prescription drug may cause undesirable effects and of learning the warning signs of overuse. (For example, overdoses of aspirin kill more children each year than any other drug.)

*Deborah Chapin, North Carolina*

1. Discussion:

Q: When should you take medicine? (A: When you are sick.)

Q: What can happen if you take medicine when you are not sick?  
(A: It could make you sick if it is the wrong kind of medicine. Your body is like a finely tuned machine. If a car engine is running all right and you add something to the gas that does not belong, it will make the motor break down or "get sick." If you add things like unneeded medicines to your body when you are well, they may make your body break down or get sick.)

2. Discussion:

Q: Who should decide when you need medicine ? (A: A doctor or your nurse. If your car breaks down or gets sick, you go to a mechanic.)

## TO TEACH ABOUT KITCHEN SAFETY

*Robert W. Bischoff, Utah*

Safety first in all aspects of living should be stressed. Plan a session in which the cooks in the school lunch room discuss and demonstrate the proper way to handle equipment. An understanding of what could happen if they do not use good safety practices must be included.

## TO TEACH ABOUT EMERGENCIES

*Robert W. Bischoff, Utah*

Plan a study unit on sources of emergency health care, such as the infirmary, paramedics, ambulance service, and the hospital emergency room. Speakers representing these services may be invited to visit and demonstrate their services to the class; students may visit the places of service; individual students may spend a day as an assistant.

*Mary Beth Young, Iowa*

1. Begin by working on or reviewing the correct use of the telephone at as elementary or as sophisticated level as the particular group may warrant.
2. Introduce use of the telephone book for those with sufficient vision, along with use of information service for those who are unable to use the visual aid.
3. Using a number of imaginary emergency situations, work together to decide how to look up the correct number of an agency or a service or how to use directory assistance to get this information.
4. Using other imaginary situations, let teams of two compete in seeing which team can get the number and call the proper agency or person in the least time.
5. Ask a telephone company representative to make suggestions for appropriate and speedy action in an emergency.
6. Require students to memorize emergency numbers such as police, fire, ambulance, hospital emergency.

*Jana L. Mussemann, Colorado*

1. Use telephone models and role playing to learn what type of information to give an operator in an emergency.
2. Find emergency numbers and practice dialing and role playing.  
(Telephone models and information booklets are available from the telephone company free of charge.)

*Charles R. Ruffino, New York*

1. Ask students to list emergency situations which cannot be handled in the home.
2. Discuss possible services in the community which may handle these emergencies.
3. Ask a medical or emergency service representative to explain our dependence upon trained persons to administer first aid.
4. Show films on Red Cross first aid.

*Kathy Burgess, North Carolina*

1. Discuss proper use of the telephone for dialing the operator, asking directory assistance, and so on.
2. Obtain demonstration telephones from the local company and practice the correct procedure.
3. Take a field trip to the telephone company

## TO TEACH FIRST AID IN CASE OF INJURY OR MINOR ILLNESS

*George P. Sippl, Wisconsin*

1. Assign students to review books on first aid (Red Cross, Boy Scouts) and report to the class.
2. Ask fire officials and a nurse to discuss first aid for burns.
3. Conduct a safety seminar on home accidents.

*Gloria Wiley, Colorado*

Ask the school nurse to discuss

- . what determines an emergency
- . how to stop excessive bleeding
- . what causes someone to pass out and what to do
- . whom to call and the importance of keeping this number by the telephone

Materials needed: First aid kits

*Sandra Ferraro, Colorado*

1. Have students spend several hours with the school nurse at various times. Exchange experiences. Develop a list of the most common complaints (headache, cut knee, poked eye). Decide what medical attention is needed for each of the problems encountered in the nurse's office.
2. Collect pamphlets on first aid treatments: what to do for certain eye problems; what to do if a child swallows dangerous liquids; and so on.

*Jack B. Jacobs, Florida*

1. Assign students to check with the school nurse and report to the class on the following first aid procedures.
  - . Clean injuries thoroughly with soap and water.
  - . Gently pat dry.
  - . Apply a first aid cream.
  - . Cover injured area.
  - . If bleeding doesn't stop, apply light pressure.
  - . Cold water will also help minor burns.
2. Teach the difference between major and minor burns and abrasions. If there ever is the slightest doubt, see a doctor immediately. If minor abrasions occur from contact with a rusty object, see a doctor.

*Jan Rae Caron, Colorado*

1. Health classes will cover most medical emergencies encountered in the home. Review frequently.
2. Visit the fire department. Ask for a demonstration of resuscitation techniques and also of removing obstructions from the throat.
3. Have students practice on the mannequin or on one another under expert supervision.

*Wanda McLain, New Mexico*

1. Teach how to treat emergencies before you can get medical help.
  - . Have someone call the doctor immediately.
  - . Bleeding: Apply direct pressure with a clean cloth; if no cloth is available, use your hand.
  - . Poisoning: Find out what it was and, if applicable, administer an antidote.
  - . Burn: Depends on the degree; if flaming, roll the person in a blanket to smother the fire.
2. Ask medical personnel to come in and talk on first aid.

*Faith Whittle, Colorado*

1. Discuss how the blood flows through the veins and the arteries of our bodies.
2. Explain how quickly one can die from a cut artery.
3. Ask a Red Cross representative or the school nurse to teach basic first aid, such as pressure points to stop bleeding, bandaging, and so on.
4. Emphasize the importance of calling for help as soon as possible.

Materials needed: Bandages; charts showing blood flow in the body.

*Lynn A. Fleharty, Colorado*

1. Invite a doctor to discuss situations that indicate the need to see your family doctor.
2. Ask a pharmacist to discuss the importance of following label directions on medicines.

*Dan Walkowski, Indiana*

1. Discussion:
  - . Opening question, "How many in this class have at some time had a burn?"  
Clarify first, second, and third degree burns.  
Ask, "What did you do for the pain?" (Ice or cold water treatment immediately after first or second degree burns.)
2. Bring in a nurse as a resource person.

Materials needed: Red Cross, other first aid manuals.

*Martha H. Fowler, Virginia*

1. Define first aid. Emphasize that this includes measures to be taken immediately after injury.
2. Review text suggestions and rules for treating a badly bleeding cut.
3. Demonstrate treatments on a mannequin while students observe.
4. Have students simulate first aid for cuts.
5. Review. Discuss how materials may be improved.

Materials needed: Red Cross first aid book in braille, large type; gauze pads; tape; clean rags; mannequin.

*Susan Rowland, Colorado*

Teach students to take care of minor wounds. (Have nurse confirm.)

- . First cleanse cuts with peroxide or equivalent. Flow on.
- . If necessary apply bandaids or bandage loosely.
- . Change bandage at least once a day. Re-apply peroxide and antiseptic salve until cut begins forming a scab.

Materials needed: Bandage; peroxide; antiseptic salve.

*Scott Ensor, Colorado*

Teach students care of minor(first degree) burns. (Ask nurse to confirm.)

- . Avoid further damage to burn by rubbing or rough handling.
- . Apply ice pack to reduce pain and eliminate excessive soreness.
- . Apply antiseptic salve.
- . Apply bandage.

Materials needed: Bandages; antiseptic salve; ice pack.

*F.D. McEachern, North Carolina*

Ask a competent nurse to visit and instruct the students in what should be done if minor or major illness occurs. This may be someone in the community or the residential school nurse.

*Mary Beth Young, Iowa*

1. When a student gets a cut or a scratch, the question may be put, "Should Jane go to the doctor for this?" Or, "How do you decide when to see a doctor?" Let many suggestions and experiences be made and given. Let a reasonable judgment stand for the appropriate situation, or let the students decide who may be an authority (a parent, a teacher, a nurse).
2. Invite the school nurse in, if the injury is one which may need some special treatment, such as a stitch or a tetanus shot.

*Dan Walkowski, Indiana*

1. Ask a nurse to describe proper techniques and procedures in treating various abrasions on the body.
2. Take a field trip to an industry to see how they deal with safety factors and their rules regarding minor injuries.
3. Explain how germs may cause infection if cuts are not taken care of in the proper way.
4. Arrange to have a paramedic give suggestions for treating minor injuries.

## TO TEACH ABOUT USE AND CARE OF THE THERMOMETER

*Anna Lois Gump, Colorado*

Let students practice using, reading, cleaning a thermometer.

- . Learn how to place the thermometer under the tongue and keep the mouth closed.
- . Know normal temperature and when you should call a doctor.
- . After reading the thermometer, wash it with cool water and soap and store in a safe place.(Rinse with alcohol before using again.)

*Alan Weinstein, Colorado*

1. Explain why you take someone's temperature, what it might mean, and what may be indicated if it isn't normal.
2. Explain how a thermometer works, how it is put into the mouth, and other procedures relevant to its proper use.
3. Have the students actually take one another's temperature to be sure they know how.

*Jana L. Mussmann, Colorado*

1. Measure the temperature of hot water with a kitchen thermometer. Discuss how high a clinical thermometer goes, and explain how hot water would affect it.
2. Show students how to clean thermometers with alcohol or other sterilizing agent used by doctors.
3. Ask a nurse to talk about the importance of proper sterilization.

*Sid Wharton, Virginia*

1. Have several oral thermometers for students to examine. Ask, "How do we use a thermometer? Where is it placed in the mouth? Must the thermometer be prepared before using it? How?"
2. Let students take their own temperatures and read the thermometers by use of low vision aids (head borne, stand, or electric).
3. Have students compare their temperatures and make a chart. Let them figure the average.
4. Ask the school nurse's assistance. If possible, secure an electronic thermometer such as is used in hospitals and discuss its value.

*Deborah Chapin, North Carolina*

1. Discuss body temperature. Q: What happens when you burn something? Does it get hot? Why? What happens if you stop putting wood on a fire. (A: It goes out.)  
Q: What is the fuel that keeps your body going? (A: Food. Your body burns food to keep running just as a car burns gasoline or a fire burns wood. When your body is running correctly, your temperature will be about 98.6 degrees.)
2. Burn wood and observe the heat. (Observe safety precautions.)
3. Run a motor and observe the heat.

*Stewart Bowden, New York*

1. Show students the processes of sterilization which include the use of heat and solutions.
2. Explain that the use of heat to sterilize a thermometer can result in its breaking.
3. Point out that the use of a solution such as alcohol can accomplish sterilization of a thermometer without the danger of breaking it.
4. Show students how to store a thermometer in a container with alcohol and cotton to insure continued sterility. (This entire procedure can be simplified by using disposable thermometers.)

*John T. Atkins, North Carolina*

Demonstrate to students

- . The thermometer must be properly shaken down prior to each use to insure a reading of no more than 98.6 degrees prior to each use.
- . After removing the thermometer from the mouth, read the temperature immediately.
- . Record the temperature and replace the thermometer in a sterile solution.
- . In order to evaluate their learning, have students demonstrate the procedures.

*Charles R. Ruffino, New York*

1. Establish normal body temperature at 98.6 degrees by allowing a number of students to take and record their temperatures and computing the average.
2. Ask the school nurse or health teacher to act as reference on body temperatures.

*Erskine Miller, Indiana*

Have a class discussion to learn the following things.

- . How to use the thermometer correctly
- . How to read the thermometer
- . What is normal body temperature?
- . What causes one's temperature to rise?
- . What are the dangers of an above normal temperature?

Materials needed: Thermometer; Red Cross first aid manual.

TO TEACH GOOD HEALTH MANNERS

*Faith Whittle, Colorado*

1. Discuss the fact that germs and perhaps viruses are present in your mouth all of the time and that by coughing you can spread these germs to others.
2. Use charts to show how far germs are spread by a cough.
3. Emphasize how it is also very important as well to cover your mouth when you are sick.

Materials needed: Chart on coughing.

## TO TEACH ABOUT MEDICAL AND DENTAL CHECK-UPS

*Norman J. Hanson, Wisconsin*

1. Explain what good health is.
2. Describe ordinary, every day illnesses and their proper remedy.
3. Explain why a doctor's consultation is advisable on a regular basis.
4. Explain how one can usually maintain good health through diet, exercise, and common sense.

*Jack Jacobs, Florida*

1. Have a series of class discussions on the importance of
  - . seeing the dentist twice a year
  - . having a complete physical examination once every two years
  - . eating well balanced meals, including meat, vegetables, and fruit
  - . regular exercise
  - . avoiding excesses
2. Show movies giving examples of what smoking does to the lungs.

*Donna Jurgensen, Illinois*

1. Discuss or ask the nurse to discuss what a general check-up involves. Any fears should be discussed and dealt with.
2. Emphasize that one must learn to ask the doctor questions. Doctors are busy and often do not give all the necessary information.

*Ann Jones, New Mexico*

1. Have each student read pamphlets, obtained from a doctor's office, on annual check-ups.
2. Ask the school nurse to describe the procedures used by the doctor in an annual check-up.
3. With younger students, it may be helpful to role play using the thermometer, the stethoscope, and so on.

*Sid Wharton, Virginia*

1. Ask a health care specialist to visit your class and explain that diseases may be found in someone who appears healthy. (Preventive health care)
2. Obtain a blood pressure kit. Take the blood pressure of several or of all the students.
3. Let each student use the stethoscope to listen to his/her own heart beat. (How often does it beat?)
4. Have a student engage in some strenuous exercise, then check the pulse. (What happens?)
5. A tape recorder with a separate microphone may be used to record a heartbeat so that all the students may listen.

Materials needed: Blood pressure kit with stethoscope; tape recorder.

*Judy Wiepert, Colorado*

1. Ask a nurse to tell the students what the doctor looks for during a check-up.
2. Have the nurse take everyone's blood pressure to show them that this is a simple and painless thing to have done and explain what one may tell about one's health from the blood pressure.

*Daniel Phelan, Colorado*

1. Assign several students to find out how early detection of disease relates to cure rates.
2. Talk about diseases which are not painful in their early stages, and have few symptoms, but are severe later.
3. Ask a doctor to discuss the importance of preventive medicine.

*Stewart Bowden, New York*

1. Bring in a doctor to demonstrate and explain a physical examination using a mannequin. (Allow tactful observation.)
2. Allow students to observe tactfully all instruments used by the doctor.

*William J. McConnell, Virginia*

1. Comment that we are unable to do our best thinking and work when we experience poor health.
2. Explain that routine visits to doctors, dentists, and other appropriate specialists, before we have aches and pains, can often avoid trouble and costs that require large sums of money.
3. Encourage students to go swimming, bowling, hiking, and camping and to engage in other muscle building exercises.  
(These are also preventive health practices.)

## TO TEACH HOW TO GET MEDICAL HELP

*Sandra Ferraro, Colorado*

1. Select a specific area of medicine.
2. Let students check the yellow pages to find all the doctors who specialize in that area.
3. Discuss how to begin choosing a doctor: hospital referral lists; friends' recommendations; visit to the doctor for a get acquainted session.

*Donna Jurgensen, Illinois*

1. Visit public health clinics to make students aware of the services that are available.
2. Discuss the emergency room of a hospital, when and where it should be used.

*Jana L. Mussemann, Colorado*

1. Assign groups of students to investigate the various health agencies and services within a community. Include public health, V.D. clinics, Red Cross.
2. Ask people from these agencies to explain the services they offer and to whom.
3. It should be mentioned that public health usually offers special clinics in prenatal and child care and in family planning.

*Charles R. Ruffino, New York*

1. Arrange for the class to have a speaker from the public health office to explain the services available from the doctor and also whether there are costs associated with these services.
2. Have the students survey the health services used by them or by their families along with the charges.
3. Compare data collected from the private sector as opposed to that from the public agency.

## TO TEACH ABOUT WOMEN'S SPECIAL HEALTH CARE NEEDS

*Donna Jurgensen, Illinois*

1. Ask a nurse or a physician to speak to the young women about their special health care needs.
2. Make young women students aware of the special services and doctors available to meet their special health care needs.

## TO TEACH ABOUT FOOT CARE

*Mark Wilberg, Iowa*

1. Arrange a discussion with a foot specialist on foot care and grooming, type of socks to wear, choosing the correct shoes.
2. Visit a shoe store.
3. Discuss the social appropriateness of wearing shoes.

Materials needed: Grooming tools, foot powders, different styles of socks.

*Dan Walkowski, Indiana*

1. Teach students that after showering, they should generously apply medicated foot powder to avoid developing athlete's foot.
2. Demonstrate application of foot powder. Also dust foot powder into shoes.

Materials needed: Foot powder and dispenser.

## TO TEACH SAFETY IN THE OUT-OF-DOORS

*Jack Pitzer, Virginia*

1. Discuss snakes and the distinction between poisonous and non-poisonous snakes.
2. Discuss what to do when a poisonous snake bites and how to avoid being bitten.

Materials needed: Models of snakes; pictures.

*Eileen M. Hayes, Florida*

1. Contact a representative from the Humane Society or a veterinarian as a speaker for the class. Ask them to discuss the dangers of picking up sick animals.
2. Make positive suggestions: Do call for assistance from the proper agency (police, fire department) to rescue sick animals.

*Raymond Angel, Colorado*

1. Invite speakers on health and safety from such groups as Alcoholics Anonymous and the police department.
2. Ask members of a backpacking group or someone from the U. S. Forest Service to talk to the students about safety when hiking and camping out.
3. If possible take the group on a well supervised trip into the forest.

## TO TEACH THE DANGERS OF DRINKING WHILE DRIVING

*Dan Phelan, Colorado*

1. Teach about levels of alcohol in the blood and how food and weight affect them.
2. Discuss the effect of alcohol on reaction time.
3. Discuss the percentage of accidents which involve persons who drink and drive (half of all fatalities).
4. Invite a state highway patrol to come and discuss drinking and driving. (Perhaps a few graphic descriptions of accident victims might help bring the concept home.)

*Charles R. Ruffino, New York*

1. Invite a guest speaker such as someone from the local police or the state police department. Stress the results of impaired driving ability with as few as two or three beers: loss of license; personal injury; physical damage; property loss.
2. Have students collect newspaper clippings over a week to illustrate the amount of damage and injury as the result of driving while intoxicated.

## TO TEACH ABOUT HEALTH INSURANCE

*Kathy Mack, Minnesota*

1. Assign some students the task of contacting insurance agents to learn how much coverage they can get and for what premiums.
2. Assign others to contact the local hospital to get a statement of cost per day, and so on.
3. Have students review printed materials and interview representatives of medicare and medicaid and write reports on the health care benefits available through these agencies.

Materials needed: Pamphlets from social security, welfare; sample bills from hospitals; insurance company statements.

## TO TEACH ABOUT EXERCISE AND RECREATION

*Sid Wharton, Virginia*

1. Most students enjoy exercise and games, but they may not understand why. Ask them how they feel after a good work-out.
2. Help students understand how exercise may change body function.
3. Ask why we hurt sometimes after exercise.
4. Have the physical education instructor suggest ways of helping the various sections of the body.
5. Conduct a long range activity. Measure strength and endurance before and after an exercise program.

*Henry J. Tyska, Michigan*

1. Bring in hobbyists to show what they do and how and why.
2. Discuss how hobbies and activities promote mental hygiene.
3. Let students list as many hobbies as they can.

*John T. Atkins, North Carolina*

1. Explain to students the need and the reason for exercise at all ages.
2. Show how exercise contributes to good health at all ages.
3. Invite medical personnel to explain the use of exercise as therapy for people of all ages.

These discussions can be enhanced by demonstrations of the recorded heart beats of athletes before and after exercise.

*Jack Jacobs, Florida*

1. Stress the need for keeping the body as physically fit as possible.
2. Ask a representative of the American Heart Association to recommend simple exercises.
3. Emphasize that walking is really great exercise.
4. Try to get students involved in as many sports and physical activities as possible.

*Jan Rae Caron, Colorado*

1. Review body systems and explain the need for exercising these different parts.
2. Present or visit programs in the community which conduct classes in physical fitness.
3. Carry out a unit in which students chart their progress in learning exercises for parts of the body, as well as their improvement in performance.

*Faith Whittle, Colorado*

1. Discuss how the human body is made up of many muscles, and this includes the heart.
2. Explain how important it is to keep your heart in good shape because as you get older you usually slow down. Sudden exertion can be dangerous, if your heart is not used to it, and can lead to heart attack.
3. Lead the students in some basic exercises, letting them measure their heartbeats before and after to demonstrate that the heart is working hard and getting stronger.

*Henry J. Tyska, Michigan*

Encourage students to participate in as many of the following exercises as possible.

- . Push-ups
- . High jump
- . Jogging
- . Chin-ups
- . Swimming
- . Bowling
- . Sailing

*Wanda McLain, New Mexico*

1. Stress the importance of exercise for digestion, circulation.
2. Show exercises for overall feeling of well being and also those designed for spot reducing.
3. Visit a gymnasium to help students become acquainted with various special exercise equipment and with services such as a sauna, whirlpool, steam bath, and so on.

*Jana L. Mussemann, Colorado*

1. Invite a speaker from the American Heart Association or a doctor to come in and discuss the importance of regular exercise.
2. Develop an exercise program for individual students. Help them establish their own goals.

## TO TEACH ABOUT NUTRITION

*Sid Wharton, Virginia*

1. Obtain labels of several food products. What are the contents of each of those products? What nutrients and vitamins are available from that product?
2. Plan a day's menu. First ask each student to keep a log of what he/she eats on a given day. Then plan balanced daily needs. Discussion and group activities are possible.
3. Ask, "What is junk food? Is it bad for your health? How can we find out?"
4. Invite a nutritionist to discuss food values. What happens if we miss certain foods?
5. Take the class to visit a food processing plant. How are foods prepared before being sold in a store? Do they lose nutritional values?

Materials needed: Labels from different types of food containers (reproduced in braille and in large type).

## TO TEACH IMPORTANCE OF WEIGHT CONTROL

*Erskine Miller, Indiana*

1. Insurance rates are increased when one is overweight. Discuss. (Explain that the society in which we find ourselves more or less dictates what is considered overweight.)
2. Ask a dietitian to discuss nutritional needs of the human body. Study charts on the basic groups of foods.

Materials needed: Charts; scales; insurance medical examination form.

*Jan Rae Caron, Colorado*

Discuss with your students

1. Situations requiring a slim body:
  - . turnstyles in movies or stores
  - . seating in auditoriums
  - . small cars, desks
2. Physical activities requiring agility, breathing, and so on.
3. Physical fitness programs with weight and height charts, activity progress.

*Kathy Mack, Minnesota*

1. Have students weigh and measure themselves and compare with normal standards on charts.
2. Invite a panel from a reputable dieting group (such as Weight Watchers) to discuss dieting and the importance of keeping one's weight down.
3. Ask heart attack victims to talk to the class on the importance of maintaining proper weight through diet and exercise.

## TO TEACH ABOUT UNSANITARY PRACTICES IN HANDLING PETS

*Charles R. Ruffino, New York*

Secure a sample of hair from either a dog or a cat. Place in a sterile culture medium and allow to process. Observe growth of bacteria colony. Set up analogies to the hands conveying substances from animals to food, thus increasing the chance of sickness.

*Alan Weinstein, Colorado*

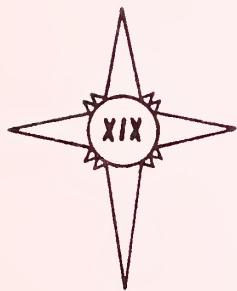
1. Observe dogs and cats with varying hair lengths, some of them dirty. Have students compare.
2. Explain that, depending upon the season of the year, dogs or cats may shed or lose a lot of hair when touched. Hair can cling to one's clothing, make for an untidy appearance, and may offend others as well.
3. Point out that it is generally all right to pet your dog or cat, but not just before eating or handling food.



# Idea Bank

## For Teachers

### 8. Hygiene and Grooming





## TO TEACH SOCIAL IMPLICATIONS OF BODY CLEANLINESS

*Delaine Strandberg, Colorado*

1. Discussion: Importance of showering; frequency; hygienic reasons; and problems in public acceptance.
2. Demonstration: Before going swimming and after, show students how to operate shower controls, how to manage soap, wash cloth, and towel, how to stand in shower to keep soap out of the eyes, using a deodorant afterward.
3. Experiment: Use culture dishes to grow bacteria from washed and from unwashed hands.

*John T. Atkins, North Carolina*

1. Explain to students that the body may feel clean but in fact not be clean.
2. Suggest that good grooming depends upon daily baths or showers. One must make certain that the body is cleaned thoroughly.
3. Point out that body odors can be offensive. Deodorants or powders may be used after baths to avoid offensive odors.

Materials needed: Deodorants; powders; soap; face cloth; towel.

*William J. McConnell, Virginia*

Point out to students that individuals who are alert to keep themselves clean and neat are usually friendly and polite and demonstrate desirable attitudes. The environment in which these persons work, play, and live is attractive and pleasant and conducive to a high degree of effectiveness for a variety of functions and achievements.

Materials needed: Soaps, mirrors, polishes, cloths, brushes, and general cosmetics.

*Sid Wharton, Virginia*

1. Discuss social attitudes of people toward those who are clean and neat and toward those who appear dirty and messy.
2. Study the history of cleanliness in other times and civilizations before there were such things as deodorant soaps.
3. Obtain photographs of germs. Discuss the kind of environment needed for proliferation. Relate to cleanliness.
4. Obtain a microscope. Look at a dirty hair (possibly from a dog) and compare with a clean hair.

Materials needed: Photographs; microscope.

*Donna Jurgensen, Illinois*

1. Help students be aware that they may not always be able to tell if they got all the grease off their hands, or whether they have their make-up on appropriately, and so on.
2. Encourage them to develop some trust in someone whom they can ask if their hands are clean and so on.

*Max D. Carpenter, West Virginia*

1. Use a number of repulsive smelling items, perfumes, and types of deodorants. Have students smell unmarked containers and identify the clean smelling ones.
2. Engage students in some type of strenuous task until they are perspiring freely. Then ask them to observe how they feel and note their own body odor. After a shower, students should apply their choice of deodorants. Then let them again engage in physical activity until they are perspiring freely. Ask the students to tell the difference between how they felt and how they smelled following the first exercise period and how they felt and smelled following the second period.

*Jack Jacobs, Florida*

Ask students to express their opinions on the following.

- In everyday life it is important to have a clean, refreshing look.
- Having a dirty, unclean appearance will, in general, turn people off.
- If you have a bad odor, people will stay away.
- Because of this, a person who is unclean may lose friends.

*Donna Jurgensen, Illinois*

1. Help students be aware that grooming will affect their relations in a work situation.
2. Discuss appropriate hygiene and grooming in relation to different work situations.

*Scott Ensor, Colorado*

1. Explain the rationale for using a deodorant.
2. Explain at what age or stage of development a student will most likely need to become concerned with the use of a deodorant.
3. Describe various types of deodorants and the ways in which they are applied.
4. Explain that one must be selective with respect to different deodorants because of individual reactions to certain odors and because of sensitivity to certain substances.

*Anna Lois Gump, Colorado*

Ask a nurse to discuss the following ideas with students.

- . One should take a bath or shower at least every day, and wash oftener to have clean hands and face.
- . The importance of smelling clean.
- . Use soaps and shampoos that do not irritate the skin or burn the eyes.
- . One should shampoo at least once a week or oftener, depending upon the degree of oiliness.

## TO TEACH CARE OF THE SKIN, HAIR, AND NAILS

*Mark Wilberg, Iowa*

1. Discuss skin care. This will include washing, moisturizing dry skin, choosing different types of cleansers.
2. Have representatives of a skin care product present their program.
3. Arrange for a presentation by a doctor or a nurse on care for problem skin.

Materials needed: Soap or cleanser; wash cloth; towel; different facial medications; face moisturizers.

*Susan Rowland. Colorado*

1. Discuss and demonstrate proper procedure for filing nails.
2. Show how to push cuticle back.
3. Demonstrate application of polish.
4. Show proper way to clean underneath nails.
5. Allow student's hand to rest on yours until he/she is eventually able to perform the task without assistance.

Materials needed: Fingernail file (diamond); fingernail polish; tissues.

*Delaine Strandberg, Colorado*

1. Demonstrate placing comb and other objects in order in desk.
2. Discuss the importance of combing the hair; health problems of hair; the appropriate place and time for combing the hair; and frequency of combing.
3. Demonstrate hand-to-hand combing with students.

Materials needed: Wide tooth comb; pocket comb; folding comb; teasing comb; lift combs; mirror.

*Charles R. Ruffino, New York*

1. Demonstrate nail cutting.
2. Have students practice, using index cards cut in the shape of a hand or have the student trace around his/her hand. The teacher can cut out the form for them. They can then practice cutting and/or filing around the shapes.

*F.D. McEachern, North Carolina*

1. Obtain as many samples of skin and hair products as possible. Writing and asking cosmetic companies and local department stores is usually successful.
2. If the student has enough vision, litmus paper can be used to determine the base of a product, whether acid or alkaline. Otherwise a sighted person may read the label statement.
3. One may actually try different kinds of skin and hair detergents to find which is best for the individual.

*Delaine Strandberg, Colorado*

1. Let students look at magazine pictures or at wigs to learn hair styles.
2. Discuss currency in hair style fashion, how it is an expression of oneself, how an interviewer might interpret that expression, and how easy it may be to keep up on the job.
3. Demonstrate current styling in blow drying by hair stylist.

*Susan Rowland, Colorado*

1. Discuss how hair feels when dirty.
2. Pour proper amount of shampoo into palms of students' hands. Teach them to learn the feel of this amount.
3. Demonstrate the amount of lather produced.
4. Suggest that in rinsing they continue until the hair squeaks.
5. Teach how to towel dry.

Materials needed: Towel; shampoo; water.

*F. D. McEachern, North Carolina*

How often to wash the hair depends upon the individual's hair type. Teach students that hair should be washed before odor or excessive oiliness occur. If one perspires a great deal, the young man or the young woman will need to wash more frequently.

Materials needed: Booklets on hair grooming.

*Martha Fowler, Virginia*

1. Teach the students to read ingredient labels and "caution" or "danger" warnings on cans of deodorant and hair spray, both aerosol and pump. If this information is not on the label, one should write the company for this consumer information.
2. Discuss each ingredient as to type (alcohol or other).
3. Let students relate personal experiences with alcohol applied to a cut or scratch, or with other substances in deodorant or hair sprays and the effect on skin or the eyes. Describe the constitution of delicate eye tissue.
4. Explain that eyes should be closed when spray is used.

*Gloria Wiley, Colorado*

1. Ask a beautician to talk with students about
  - . hair, style, cleanliness
  - . importance of regular bathing
  - . care of hands and nails
2. Hold a class discussion on dressing for various situations. Suggest several situations. Have students tell what they would wear and what grooming would be appropriate in each.

*Eileen M. Hayes, Florida*

1. Invite a dermatologist to visit the class and explain some of the kinds of skin conditions he/she may have treated.
2. Soap product labels may have cautions about use. Read to the students.

*Gloria Wiley, Colorado*

1. Ask a cosmetologist to talk with students about
  - . the need for cosmetics
  - . what is on the markets
  - . how to select what you need
  - . how much to spend
  - . proper application
  - . proper cleansing before and after
  - . how to be sure the effect is satisfactory
2. Let students go and shop for cosmetics.
3. Students may try various techniques after shopping for cosmetics.

*Norman J. Hanson, Wisconsin*

Ask a hair stylist to discuss

- . current styles and trends
- . techniques of management and care of the hair
- . products and their appropriate use
- . personal consultation regarding appropriate individual style and management

Materials needed: Hair care products.

*Sandra Ferraro, Colorado*

Assemble basic cosmetics such as base make-up, blush-on, mascara, eye shadow. Teach the students how to apply cosmetics, emphasizing sense of touch for knowing how much should be applied. Try out various lighted mirrors for aiding low vision students.

*Mary Beth Young, Iowa*

Remembering how my mother taught me to wash my own hair, I suggest similar methods for teaching younger students. Mother washed her hair while I watched. Then she washed mine, really getting a lather so that we could get all sorts of funny shapes with hair and lather. Then we rinsed it as she helped me know that "squeaky clean" meant clean and shampoo free. All the time we washed and played, information on hair care was discussed, such as how often to wash, why some people washed more than others, and so on.

*Judy Wiepert, Colorado*

1. Get samples of dirt from various places (hands, feet, arms). Test in school laboratory for bacteria.
2. Wash hands well and then test for bacteria.
3. Leave bacteria from first sampling to grow, and see that if not washed away with soap and water, it continues to grow and can cause disease.

*Dan Phelan, Colorado*

1. Discuss how judgment needs to be made about whether a wart or mole is malignant.
2. Ask a nurse or a doctor to talk about the dangers of picking at or trying to cut a wart off one's self. Explain also how warts and moles are formed and whether they are communicable.

*Wanda McLain, New Mexico*

1. Ask a beautician to talk about composition of hair, different types of hair, and so on.
2. Talk about face shapes and how you can de-emphasize bad features and play up good ones.
3. Discuss the need for basics such as clean hair, basic hair cut, conditioners, ornaments.
4. Relate good grooming to chances of getting a job.

*Norman J. Hanson, Wisconsin*

1. Carry out a unit on body care products, involving
  - . identification of body care products (soaps, deodorants, lotions, complexion products)
  - . use of body care products
  - . techniques for determining need for various products
2. Provide individual consultation regarding personal need for improved use or special use of body care products.
3. This unit should contain a follow-up program after the students have had individual consultation.

*Judy Wiepert, Colorado*

1. Bring to class a variety of soaps (hand, shampoo, dish, laundry).
2. Discuss the different uses of these soaps and why each is best for its specific use.

*Jane L. Mussemann, Colorado*

1. Ask students from a cosmetology school to come and demonstrate proper nail care.
2. Allow students to practice using nail brushes, files, cuticle pushers.
3. Ask resource people to discuss hair care also.

Materials needed: manicure equipment.

## TO TEACH ABOUT BEARDS AND SHAVING

*Scott Ensor, Colorado*

1. Discuss various styles and cuts of beards and their appropriateness in various occupational positions.
2. Discuss different types of razors and their operation, electric as opposed to hand-held.
3. Demonstrate how to use finger and comb as guides when trimming sideburns.
4. Discuss and demonstrate shaving-related products and their purpose and application.
5. Discuss proper storage and maintenance of shaving accessories.
6. Emphasize safety precautions to be exercised when handling shaving tools.
7. Make provision for teaching young women about their particular shaving needs.

Materials needed: Electric razor; safety razor; shaving cream or pre-shave; after shave lotion; styptic pencil.

*Alan Weinstein, Colorado*

1. Ask several young men to volunteer to shave in class and tell how it felt and how difficult it was to shave with shaving cream.
2. Repeat on the following day without using shaving cream. Discuss the difference.
3. Vary the exercise using sharp blades, hot water, hot lather, trying to work out a good combination for individual students.
4. Adapt procedure for shaving for women.

*Max D. Carpenter, West Virginia*

1. Ask an adult man to come to class unshaven. Ask him to shave "with the grain" on one half of his face. He may then shave the other side "against the grain". Let students feel both sides and describe the difference.
2. Ask the man to describe how his face felt.
3. Discuss how close is close enough to shave without causing irritation.

## TO TEACH CARE OF THE MOUTH, TEETH, AND GUMS

*Deborah Chapin, North Carolina*

1. Ask, "What do your teeth do for you?" (A: They enable you to bite and chew.) What if you had no teeth? What foods could you eat, and which not eat? How would this affect the way you live?
2. Use a set of false teeth to demonstrate biting and chewing action. Use a soft food like soda crackers, then a hard food like apples. Ask, "What are some hard foods you could not eat without teeth?"
3. Secure a cross section of a tooth and point out the different parts. (Allow the students to handle it.) Explain how the parts inter-relate. (Gums hold the tooth in place; the root nourishes the tooth.) Ask, "What is the enamel?" (A: It is the protective outer covering.) What happens if a hole occurs in the enamel? (A: Disease and decay can get in this hole to attack and harm the tooth.)
4. Ask a dentist to explain reasons for brushing the teeth and to identify foods that are especially dangerous to teeth.
5. Let the class visit a nearby street and pour a bit of "coke" soft drink on a particular spot. Let them go back the next day and observe how the coke has eroded the asphalt.
6. Discuss the use of a mouth wash. Ask, "If I use a mouth wash, do I still need to brush my teeth?" (A: Yes. A mouth wash may kill some germs in the mouth, but does not remove all food particles. Other germs can feed and grow.)
7. Demonstrate proper methods of brushing, flossing.

*Susan Rowland, Colorado*

1. Go over proper methods of brushing teeth, demonstrating vertical motion. Explain the reasons.
2. Discuss dental flossing and its importance.

Materials needed: Toothpaste; toothbrush; dental floss.

*Sid Wharton, Virginia*

1. Obtain sample X-rays of teeth with and without cavities to show to students. What is a cavity. How is it formed?
2. Ask students what a dentist does when he examines their teeth. (X-ray, metal probes, and so on.)
3. Invite a dentist to your classroom. Ask him what he looks for and how.
4. Video-tape an examination on a student or a teacher volunteer.
5. Have students summarize above. Discuss how they feel about going to the dentist.

*Max D. Carpenter, West Virginia*

1. Ask a student volunteer not to brush his/her teeth for one day, but rather to use a mouth wash after meals and at bedtime. Ask the student to write one or two sentences about how the mouth feels each time after using the mouth wash.
2. The next day, ask the student to brush the teeth after each meal and at night. Ask him/her to compare the way the mouth feels after simply using the mouth wash and how it feels after brushing. The responses should be written each time immediately after rinsing or after brushing the teeth.

*Gloria Wiley, Colorado*

Ask a dentist to talk with students about

- . proper brushing
- . flossing
- . mouth wash, breath fresheners
- . regular check-ups
- . corrections for good appearance and self concept

*Kathy Burgess, North Carolina*

1. Discuss proper oral hygiene.
2. Discuss causes of dental decay.
3. Arrange a visit by a nurse or a dentist to discuss the subjects further.

Materials needed: Model teeth; toothbrush.

*Jack Jacobs, Florida*

Conduct discussion and practice sessions to inform students in tooth care. Using an up and down motion, brush the outer and inner sides of the teeth. The toothbrush should begin where gums meet the teeth. Brush the chewing edges of the teeth. Do both front and back teeth.

*Jana L. Musselman, Colorado*

1. Get model of teeth from the dentist. Use toothbrushes to show on model how to brush properly.
2. Use red dye tablets to show plaque on teeth before and after brushing.

*Jack Pitzer, Virginia*

1. Discuss proper dental care with your students.
2. Following the discussion, ask a dentist to talk about dental hygiene and to describe graphically the problems that arise from poor hygiene.

*Anna Lois Gump, Colorado*

1. Talk over the value of regular bathing, brushing the teeth after meals and before bedtime, and having nails clean and correctly trimmed.
2. Explain why brushing teeth regularly does not mean you never need to see a dentist, but that it should lessen the number of cavities and make your teeth look and feel better.

Materials needed: Posters on dental care.

*Ann Jones, New Mexico*

1. From your dentist obtain charts published by the American Dental Association that teach the parts of the teeth as well as good brushing skills.
2. A dentist will sometimes provide a sample toothbrush, toothpaste, and Expose Tabs to use to check places that the student is missing in brushing. Practice using these in class.
3. Teach students to use dental floss correctly.

Materials needed: Sample toothpaste; toothbrushes; and Expose Tabs.

*Kathy Mack, Minnesota*

1. Ask a dental hygienist to demonstrate with tablets how much material is left on teeth, even after brushing.
2. Ask a dentist to talk about the causes of tooth decay and gum disease.
3. Have students buy various brands of sugarless chewing gum and analyze statements of ingredients. They may need to write to companies to get full information on what the ingredients are. Find federal regulations, if any, on what "sugarless" means on labels.

Materials needed: Cleaning kit for each student; models of teeth; packages of gum.

*Deborah Chapin, North Carolina*

1. Ask students to identify foods that are especially bad for the teeth, getting this information from their dentists.
2. Take a survey of students' tooth cavities and relate this to the amount of candy, sweets, and soft drinks eaten by students.
3. Discuss getting regular check-ups at the dentist's to keep small cavities from growing into large cavities. Ask, "What does the dentist do?"
4. Ask the dentist to talk about various kinds of tooth and gum problems and diseases and let students see the scalpels which must be used if problems get really bad. (My dentist did this, and it really improved my dental hygiene, for a while, at least.)
5. Show a set of false teeth. Ask the dentist about the cost of corrective therapy and treatments.

*Faith Whittle, Colorado*

1. Ask a dental hygienist to come in and bring a plaster mold of teeth with toothbrushes and demonstrate the proper way to brush and to use dental floss.
2. Explain that the more often you brush and use dental floss, the stronger your gums become, because there is less food and bacteria to cause decay and because brushing against gums will help them become harder.
3. Let students brush their own teeth and guide their hands in the proper technique.

## TO TEACH CARE OF THE EYES

*Kathy Burgess, North Carolina*

1. Have a discussion of improved acuity with glasses.
2. Demonstrate with an eye chart using students who do wear glasses.
3. Request a visit from a nurse or a doctor to discuss further and to explain.
4. If possible, visit a doctor's office and provide each child with an eye examination.

*Anna Lois Gump, Colorado*

1. Discuss the need for an eye examination by an ophthalmologist or an optometrist every few years, beginning in pre-school, through high school, and periodically in adult years.
2. Note that headache may be reason for suspecting an eye problem. Talk over many cues indicating eye problems.
3. A teacher of the visually impaired may speak to the class about eye problems and the need for eye examinations.

*Dan Phelan, Colorado*

1. Explain that most of the time vision changes so slowly that it may not be obvious.
2. Do vision screening in class and talk about vision measurements.
3. Have people discuss what they can and cannot see with and without glasses.
4. Arrange for students to visit the office of an eye specialist and look at the instruments used and to examine the different types of corrective lenses.
5. Point out that loss of vision at a young age may not be realized at once by the individual.





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